

## Term Information

Effective Term Spring 2023  
*Previous Value* Autumn 2022

## Course Change Information

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

Updating to REGD GE

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

The course examines sex and gender in Ancient Greece and Rome and has expanded to include race and ethnic attributes to the curriculum

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)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Cross-listing with Classics

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 3215  
Course Title Sex and Gender in the Ancient World  
Transcript Abbreviation Sex Gen Anc World  
Course Description Introductory survey of women, gender, and sexual relations in the ancient Mediterranean world, especially Greece and Rome.  
*Previous Value* Introductory survey of women, gender, and sexual relations in the ancient Mediterranean world, especially Greece and Rome. Sometimes this course is offered in a distance-only format.  
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 Greater or equal to 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No

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

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	Not open to students with credit for Clas 3215.
Electronically Enforced	Yes

## Cross-Listings

Cross-Listings	Cross-listed in Clas.
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## Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

## 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, Ethnicity and Gender Diversity

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

### *Previous Value*

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

*General Education course:*

*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**

- 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, etc.
- Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.
- *Students will understand the complex relationship between rhetorical constructions of gender and sexuality in (largely male-authored) literature and more representative social experiences of sex and gender.*
- *Students understand the roles of men and women in ancient Mediterranean society; the household as a social and economic unit; ideals of femininity and masculinity; and ancient views on sexual practices.*

### *Previous Value*

**Content Topic List**

- Gender roles
- Race and Ethnicity
- Social Life in the ancient world
- Sexual relations and practices
- Marriage
- Property
- Family life
- Reproduction
- Slavery and prostitution
- Women in ancient law and politics
- Religion
- Myth
- Methodological challenges of studying race, ethnicity, sex, and gender in the ancient world

**Previous Value**

- *Gender roles*
- *Sexual relations and practices*
- *Marriage*
- *Property*
- *Family life*
- *Reproduction*
- *Slavery and prostitution*
- *Women in ancient law and politics*
- *Religion*
- *Myth*
- *Methodological challenges of studying sex and gender in the ancient world*

**Sought Concurrence**

No

**Previous Value**

**Attachments**

- ge-foundations-submission-Sessa3215.pdf: REGD Curriculum Form  
*(GEC Model Curriculum Compliance Stmt. Owner: Blacker, Noah)*
- HISTORY 3215 -FOUNDATIONS-Syllabus.docx: Syllabus  
*(Syllabus. Owner: Blacker, Noah)*
- REVISED History 3215 Syllabus - Sessa 2022.docx: REVISED syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

- Uploaded Syllabus to address revisions from committee. *(by Getson, Jennifer L. on 08/16/2022 02:49 PM)*
- See feedback email sent to department 2-18-22 RLS *(by Steele, Rachel Lea on 02/18/2022 04:26 PM)*
- Switching new GE to REGD *(by Blacker, Noah on 01/12/2022 01:54 PM)*

**COURSE CHANGE REQUEST**  
3215 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/05/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Blacker, Noah	01/13/2022 01:22 PM	Submitted for Approval
Approved	Soland, Birgitte	01/13/2022 01:22 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/01/2022 11:22 AM	College Approval
Revision Requested	Steele, Rachel Lea	02/18/2022 04:26 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	08/16/2022 02:49 PM	Submitted for Approval
Approved	Soland, Birgitte	08/17/2022 12:22 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/05/2022 02:40 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/05/2022 02:40 PM	ASCCAO Approval

**HISTORY 3215: Sex and Gender in Ancient Greece and Rome**  
**Prof. Tina Sessa**

**Office: 332 Dulles Hall**

**Office Hours: TBA**

[sesta.3@osu.edu](mailto:sesta.3@osu.edu)

**Land Acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. 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.

**Course Description**

This course explores the history of sex, gender, race and ethnicity in ancient Greece and Rome, from ca. 750 BC to 200 CE. It introduces students to the roles of men and women in ancient Mediterranean society; to the household as a social unit, an economic center, and a physical space; to ancient ideals of femininity and masculinity; to ancient views on a variety of sexual practices that were commonplace in ancient Greece and Rome. It also introduces students to Greco-Roman constructions of race and ethnicity, and to how they variously intersected with gender and sexuality in thought, writing, and social practice. Additionally, the class aims to teach students how to understand the complex relationship between rhetorical constructions of gender, sexuality, race and ethnicity in (largely male-authored, Greco-Roman) literature and more representative social experiences of sex, gender, race, and ethnicity. The course is divided thematically into four units: “Concepts and Sources,” “Perceptions, Cultural Expectations, Stereotypes,” “Experiencing Sex, Gender, and Ethnicity in Social Life,” and “The Body, Gender, Race, and Sexuality.” Students are expected to master all four units, as the class builds cumulatively over the course of the semester.

**Course Goals and Learning Outcomes**

*This course fulfills the goals and ELOs for Race, Ethnicity, and Gender Diversity category in General Education and the goals and ELOs for the Historical or Cultural Studies category in General Education.*

This course fulfills the goals and ELOs for the REGD category in four primary ways. First, it teaches students about the ancient Greco-Roman history of modern intersectional

categories of race, ethnicity, sexuality, and gender, and shows students how these categories were used as tools in the past for anchoring relations of power within ancient Greco-Roman society. Second, it introduces students to some of the key differences between contemporary American and ancient Mediterranean categories of race, ethnicity, and gender. Third, the course showcases the remarkable sexual, racial, and ethnic diversity within ancient Mediterranean society by teaching students how to identify the disjunctures between classical ideal models of race, ethnicity, gender, and sexuality and lived realities. Fourth, the course invites students to question their own assumptions about “Western civilization,” by exploring how many of our more pernicious and destructive contemporary cultural categories and habits are rooted in this otherwise celebrated past.

This course fulfills the goals and ELOs for the Historical Studies category in four primary ways. First, it introduces students to historical methods by teaching them how to read and interpret complex ancient Greek and Roman texts, images, and artifacts within their appropriate historical contexts. Second, it shows students how modern categories of race, ethnicity, sexuality, and gender have many of their origins in ancient Greco-Roman society. Third, through focused explorations of specific periods of Greek and Roman history (e.g., archaic Greece, the early Roman Empire), students learn how to use an array of primary sources to construct an integrated perspective on how race, ethnicity, gender, and sexuality were conceptualized and experienced in one historical period versus another. Fourth, through sensitive discussion of the racial, ethnic, sexual, and gender diversity in ancient Greece and Rome, students explore some of the ethical issues that arise when we study past societies whose morals and behaviors were decidedly different from our own (e.g., the normativity of slavery and certain pederastic relationships).

#### Course Goal and ELOs for Foundations in 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.

**ELO 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.

**ELO 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.

**ELO 1.3:** Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

**ELO 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.

**ELO 2.1:** Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

**ELO 2.2:** Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

**ELO 2.3:** Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Additional Goals:

- Students learn how to read, analyze and write about ancient Greek and Latin primary sources (read in English translation), and develop an appreciation for their particular challenges as historical documents.
- Students are introduced to some of the more salient features of race, sexuality, private life, and religious practice in the ancient Mediterranean world.
- Students learn to understand the complex relationship between the **literary or rhetorical construction** of race, sex, and gender and **social experiences** of being men and women in ancient Greece and Rome.
- Students are introduced to some of the prevailing modern scholarly explanations of race, sex and gender in ancient Greece and Rome.

Course Goal and ELOs for Foundations in Historical or Cultural Studies

**GOAL 1:** Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

**ELO 1.1:** Identify, differentiate and analyze primary and secondary sources related to historical events, periods or ideas.

**ELO 1.2:** Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.

**ELO 1.3:** 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.

**ELO 1.4:** Evaluate social and ethical implications in historical studies.

## Legacy Goals and ELOS from Pre-2022 GE

*This course fulfills the Historical Study, and Diversity and Global Studies requirements in General Education from the Pre-2022 General Education requirements.*

Course Goal for Historical Study: Students recognize how past events are studied and how they influence today's society and the human condition

### Learning Outcomes:

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

### Additional Goals:

- Students learn how to read, analyze and write about ancient Greek and Latin primary sources (read in English translation), and develop an appreciation for their particular challenges as historical documents.
- Students are introduced to some of the more salient features of sexuality, private life, race, ethnicity, and religious practice in the ancient Mediterranean world.
- Students learn to understand the complex relationship between the **literary or rhetorical construction** of race, sex, and gender and **social experiences** of being men, women, and sexually active in ancient Greece and Rome.
- Students are introduced to some of the prevailing modern scholarly explanations of ethnicity, race, sex and gender in ancient Greece and Rome.

Diversity and Global Study Course Goal: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### Diversity and Global Studies Learning Outcomes

- Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

### **Books (all available through B&N)**



Plato, *The Symposium*. Preferred Edition/translation: Robin Whitefield (Oxford: Oxford University Press, 1994). ISBN: 978-0199540198. **Required.**

**All additional required reading on CARMEN (\*C) and on the WEB (links provided).**

A note on three **sourcebooks** used extensively on Carmen:

Rebecca F. Kennedy, C. Sydnor Roy, and Max L. Goldman, *Race and Ethnicity in the Classical World: An Anthology of Primary Sources in Translation* (Indianapolis, IN: Hackett Publishing, 2013).

Mary Lefkowitz and Maureen B. Fant, *Women's Life in Greece and Rome* (Baltimore, Johns Hopkins University Press, 2005, 3<sup>rd</sup>. edition)

Jo-Ann Shelton, *As the Romans Did* (Oxford: Oxford University Press, 1998, 2<sup>nd</sup> edition).

These books are collections of ancient primary sources, all typically excerpted from a larger text and translated into English. In other words, you are not reading the whole document, but a modern editor's choice of a key passage. For a definition of a primary source, see below. You may cite sources from these collections as ancient texts in your exams and papers. However, always be certain to distinguish between the editors' introductions to the text (usually in larger or smaller font) and the ancient primary source.

## **COURSE REQUIREMENTS**

**Attendance:** Attendance will be taken at every class meeting, and students are expected to attend each class. Each student is permitted TWO unexcused absences. Any student with three or more unexcused absences will see his/her final grade reduced by a full grade point (e.g. B to B-). Note that absences beyond the allotted two are excused only for medical and family emergencies, or for academic or professional interviews. All students requesting excuses will be required to provide written documentation.

**Assigned Reading:** All students are expected to complete the entire reading assigned for the day that it is assigned. This is not a class taught primarily from the textbook, so students should focus on the assigned *primary sources*.

**Written and In-Class Assignments:** Students must complete **all** assignment for this course. Any student who does not complete any one of assigned exams, essays, and in-class exercises will receive an E for his/her final grade.

If you fail to complete a requirement on the assigned date, you will be permitted to make it up at the instructor's convenience and in a form that can be completed outside the classroom. You may also hand in your papers late. However, **you will be penalized a full grade point (e.g. A to B+), unless you have gained the instructor's permission in advance to take the exam/hand in the paper on another date and/or can provide documentation for your absence.**

## **Class Assignments:**

Midterm Exams (2)	20%
In-Class Exercises	10%
Short Analysis Essays (3)	30%
Ancient Object Report	40%

## **Midterm Exams**

These exams will cover the **CONTENT** of the course. You will be asked to answer a variety of questions (primarily short answer, but some fill in the blank and multiple choice). You will also be asked to comment on the specific historical context of primary sources. The questions will be based largely on lectures and class discussion.

## **Short Analysis Essays (3 papers, 2-3 pages each)**

Each student will compose three essays that answer a prompt through the careful analysis of *primary sources* in the form of quotations (provided by me) from ancient texts that we have read this semester. You will write a short essay (*two-three pages, double-spaced*) in which you explicate the quote (i.e. explain what it means), and explain the importance of this statement to the author's purpose. You should also explain how the quote, and the text from which it comes, relates to wider questions about gender, sexuality, race and ethnicity in ancient Greece and/or Rome per the specific prompts for each question. You should aim at clear, succinct analysis, and you should pay particular attention to the *language* of the quote. Finally, you should use *citations* (footnotes or in-text): you *must* refer to the primary source itself.

All essays must be typed, double-spaced, written in 12 pt. Times/New Times font, and have 1.25-inch margins. **Instead of bibliographies, students must CITE each of their references to the primary source in the appropriate manner.** You may use footnotes or internal citations.

**Review your work:** Before handing in your essay, read through it once again, asking yourself if your essay meets the following criteria:

1. Does the paper follow the stated directions (i.e. must analyze the quotation on the three levels of 1) passage 2) work and 3) historical context?
2. Does the paper pay close attention to the language of the quotation, that is, **HOW** the author articulates the issue and frames the problem?
3. Does the paper contain any excessively broad generalities that should be jettisoned?
4. Is the draft free from grammatical and spelling errors? Are the names of the ancient authors and titles spelled correctly?

A **primary source** is a text, inscription, artifact, or other remains that was created by a person living in the ancient world. Primary sources are the evidence upon which historians build their interpretations of the past. They give us access to the thought world and living conditions of ancient people.

- Examples of primary sources used in this class: Plato, *The Symposium* and the ancient texts collected in Lefkowitz and Fant, *Women's Life in Greece and Rome*.

A **secondary source** is a modern scholarly discussion and/or interpretation of the past. Secondary sources build on primary sources, but they were written in modern times and do not give us direct access to the thought world of ancient people.

### **Ancient Material Object Research Report (7-10 pages, including images)**

For this project, you will research and write a report on an object that was produced during Greco-Roman Antiquity that relates in some way to the history of gender and sexuality. You may choose any object you like from the period covered in this course, 750 BCE to 400 CE. Any object is acceptable so long as it is a form of material culture that was human-made and serves as evidence for gender relations, sexuality, race, and/or ethnicity (whether perceived or practiced). You are also free to choose an object from a place other than Europe or the Near East so long as it fits into the chronology of the course.

The content of each project must include the following:

- A. A Complete description of your object in your own words. Your report must include images of the object, but it should not rely upon them for the description. What is this and when was it made? Who produced it (if we know) and for whom was it created?
- B. A thorough discussion of the object's historical context: what sort of community created this? What do we know about the circumstances of its production or of the production of objects just like it? What can the object tell us about the lived experience of its makers or users?
- C. An evaluation of the object as an **historical source** for the history of ancient Greco-Roman gender, sexuality, race and ethnicity. While your object need not necessarily speak to all four of these categories, it must provide some basis for an intersectional analysis (e.g. gender and social status; race and sexuality). Discuss the object's historical significance, what can we learn from it about sex, gender, race, and/or ethnicity in the ancient world? And what are its limitations as a historical source for these topics, what **can't** it tell us?
- D. Bibliography. You must use at least **five** secondary sources for this project. **At least four of these secondary sources must be published books, journal articles, book chapters, or encyclopedia entries.**

**\*\*Spelling and grammar count!!** Write drafts, proofread, and hand in a polished report.

### **Grading Scale**

A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C-(70-72), D+ (67-69), D (67-60), E (below 60).

Grades will be rounded up. For example, a 92.3 will become a 93.

### **Enrollment Requirements, Statements, and Special Requests**

All students must be officially enrolled in this course by the end of the **FIRST** full week of the semester. No requests to add this course will be approved by the department chair after this time. Each student is solely responsible for his/her enrollment.

#### Statement on Disability

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

#### Statement on Mental Health

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

#### Statement on Violence and Sexual Harassment

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources

at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

### Statement on Diversity

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

### **Academic Misconduct 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://studentaffairs.osu.edu/csc/>

### **Electronic Device Policy**

This classroom is **device-free**. All cell phones, tablets, and laptops should be switched off and put away unless otherwise directed by me. Texting, typing, and surfing the internet during class creates an atmosphere of distraction and undermines the basic purpose of education: to listen, learn, think, and discuss the topic at hand. Numerous studies have demonstrated that multi-tasking is detrimental to classroom learning. See, for example, Faria Sana, Tina Weston, and Nicholas Cepeda, “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers,” *Computers and Education*, 62 (2013): 24-31.

\*\*Students with disabilities that prevent them from handwriting notes are exempt from this policy.

## **UNIT ONE: CONCEPTS AND SOURCES**

### **WEEK ONE:**

1. Introduction to the Course

2. Concepts: Ancient Greco-Roman Sexuality and Gender

Readings:

Marilyn Skinner, "Why Ancient Sexuality? Issues and Approaches," in *Sexuality in Greek and Roman Culture* (London, 2005): 1-20. (\*C)

**WEEK TWO:**

1. Concepts: Ancient Greco-Roman Race and Ethnicity

Readings:

Denise McCloskey, "Racial Theory," in *Race: Antiquity and its Legacy* (2012), 35-80 (\*C)

2. Sources for Studying Greco-Roman Gender, Sexuality, Race, and Ethnicity

Lefkowitz and Fant, *Women's Lives in Greece and Rome*, no. 339 (section 716a5 only, p. 226), 36-50 (pp. 16-21), 54 (pp. 23-4), 59-61 (pp. 28-9) (C\*)

Kennedy, Roy, and Goldman, *Race and Ethnicity in the Classical World*, 2.3-5 (pp. 16-24). 3.1 (pp. 35-43).

**UNIT TWO: REPRESENTATIONS, EXPECTATIONS, STEREOTYPES**

**WEEK THREE:**

1. Ancient Greek Culture and Society: Introductory Lecture (topics: political and social organization, slavery, and imperialism)

Reading: NONE.

2. Ancient Greek Ethnography: from Homer to Herodotus

Reading: Kennedy, Roy, and Goldman, *Race and Ethnicity in the Classical World*: 1.4-6 (pp. 3-10), 3.1 (pp. 35-43- reread), 5.3-6 (67-70), 6.3 (pp. 85-88), 9.2 (p. 181), 10.4 (pp. 216-19), 13.1 (pp. 273-75). (C\*)

**WEEK FOUR:**

1. Sappho, Eros, and the Female Voice I

Sappho, Select poems (C\*)

Fantham, Foley, et al., *Women in the Classical World* (\*C)

2. Sappho, Eros, and the Female Voice II

Reading: Make sure you have finished reading assigned texts from 1/22

\*Class Discussion of Primary Source Passages and Questions

*Prompts and passages for Short Analysis Paper #1 Handed Out*

**WEEK FIVE:**

1. Gender, Love, and Pederasty in Greek Philosophy and Art I

Reading:

Plato's *Symposium* (read the editor's introduction plus as much as you can of the whole dialogue, "prologue" to "epilogue")

Rachel Cleves, "The Problem of Modern Pederasty in Queer History: A Case Study of Norman Douglas," *Historical Reflections/Réflexions Historiques* 46.1 (2020): 47-61.

2. Gender, Love, and Pederasty in Greek Philosophy and Art II

Reading: Make sure you have finished the *Symposium*

\*Class Discussion of Primary Source Passages and Questions

**Short Analysis Essay #1 DUE**

**WEEK SIX:**

1. **MIDTERM #1 (in class):** Students will write 7 of 9 identifications (terms, names, titles) taken directly from the lecture handouts, each no more than three sentences. They will also answer ten short answer questions, and write a short essay.
3. Roman Culture and Society: Introductory Lecture (topics: political and social organization, slavery, and imperialism)

Reading: NONE

**DUE:** Ancient Object Report description and bibliography (2 references to secondary sources)

*Prompts and passages for Short Analysis Paper #2 Handed Out*

## **WEEK SEVEN:**

### 1. Race and Roman Masculinity

Reading:

Tacitus, *Agricola* and the *Germania* (selections on \*C)

Kennedy, Roy, and Goldman, *Race and Ethnicity in the Classical World*: 3.5-14 (pp. 44-51); 6.17 (pp. 103-9).

\*Class Discussion of Primary Source Passages and Questions

### 2. Imperial Roman Women and Power: Claudius and Messalina

Reading:

Tacitus, *Annales* XI. 1-38 (\*C)

## **WEEK EIGHT:**

### 1. Women, Power, and Race: Antony and Cleopatra

Reading:

Plutarch, *Life of Antony* (\*C)

\*Class Discussion of Primary Source Passages and Questions

### 2. Male Sexuality, Slavery, Social Fragility, and Power

Reading:



Catullus 5, 7, 16, 25, 32, 42 (\*C)  
Petronius, *Satyricon* (\*C)

### **Short Analysis Essay #2 Due**

#### **WEEK NINE:**

1. Greco-Roman Romance: Sex, Love, Slavery, and Race I

Reading:

Xenophon of Ephesus, *An Ephesian Tale* (\*C)

*Prompts and passages for Short Analysis Paper #3 Handed Out*

2. Greco-Roman Romance: Sex, Love, Slavery, and Race II

Reading:

Finish, Xenophon of Ephesus, *An Ephesian Tale*

\*Class Discussion of Primary Source Passages and Questions

### **UNIT THREE: EXPERIENCING SEX AND GENDER IN SOCIAL LIFE**

#### **WEEK TEN:**

1. The Domestic Sphere and Space (Greece and Rome)

Reading:

Lefkowitz and Fant, *Women's Lives in Greece and Rome*, no. 267-69 (pp. 196-204) (C\*)  
TBA (C\*)

2. Marriage and Divorce

Reading:

Shelton, *As the Romans Did*, no. 55 (pp. 38-9), 59-65 (pp. 45-7), 71-2 (p. 50), 73-4 (51-53) (C\*)

Lefkowitz and Fant, *Women's Life in Greece and Rome*, no. 101-106 (pp. 89-93), 133-137, 140-41, 145-6, 148-51 (pp. 115-121) (C\*)

### **Short Analysis Essay #3 Due**

#### **WEEK ELEVEN:**

##### **1. Adultery and "Rape"**

Reading:

Shelton, *As the Romans Did*, 73-4 (51-53) (C\*)

Lefkowitz and Fant, *Women's Life in Greece and Rome*, no. 142-147 (pp. 117-119) (C\*)

##### **2. Slavery, Gender, and Race**

Reading:

Ovid, *Amores* 2.7-8

Lucian, *Dialogue of the Courtesans* (\*C)

Kennedy, Roy, and Goldman, *Race and Ethnicity in the Classical World*: 4.12

#### **WEEK TWELVE:**

1. Midterm #2 and Preparation for Mock Trials: **MIDTERM #2 (in class)**: Students will write 5 of 7 identifications (terms, names, titles) taken directly from the lecture handouts, each no more than three sentences. They will also answer five short answer questions (\*no essay!).
2. Mock Trials

### **UNIT FOUR: THE BODY, GENDER, SEXUALITY, AND RACE**

#### **WEEK THIRTEEN:**

##### **1. Reproduction and Gynecology (I)**

Reading:

Lefkowitz and Fant, *Women's Life in Greece and Rome*, no. 339 (pp. 226-9), 342, 344-46, 351-2 (pp. 233-46), 355-57 (pp. 250-58), 375 (pp. 265-6) (C\*)

Shelton, *As the Romans Did*, no. 32-37 (pp. 26-9) (C\*)

Kennedy, Roy, and Goldman, *Race and Ethnicity in the Classical World* 9.4-5 (pp.182-91)

## 2. Reproduction and Gynecology

Reading: Complete reading from 4/9

\*Class Discussion of Primary Source Passages and Questions

### **WEEK FOURTEEN:**

## 1. Gender, Power, and Magic

Reading:

J. Gager, *Curse Tablets and Binding Spells from the Ancient World* (Oxford: Oxford University Press, 1992): 3-41 (optional) and 78-115 (required) (C\*)

## 2. Christianity, Sexuality, and Self-Discipline

Reading:

Jerome, *On Eustochium* (selections, \*C)

Athanasius, *Life of Saint Anthony* (selections, \*C)

\*Class Discussion of Primary Source Passages and Questions

### **WEEK FIFTEEN:**

During the final week of classes, students will meet individually with Professor Sessa to discuss their final object reports.

# 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)