

Term Information

Effective Term Autumn 2022
Previous Value Spring 2017

Course Change Information

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

Adding Lived Environments new GE to course

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

HIST3040 will ask students to think about the numerous factors that helped create U.S. cities and suburbs. Most importantly, it will push them to see the important role federal, state, and local governments have played in transforming most Americans' lived environments in the 19th and 20th centuries. I start with the assumption that most students believe that public policies have played little role in determining the character of neighborhoods and the wealth of their inhabitants. This class will teach them a more complex history of American city and suburbs by specifically highlighting local governments' power to define municipal boundaries, school districts, tax structures, residential zoning, and police sectors.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3040
Course Title The American City
Transcript Abbreviation American City
Course Description History of the American city (urban-suburban) from colonial times to the early 21st century.
Previous Value History of the American city (urban-suburban) from colonial times to the early 21st century. 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? No
Previous Value Yes, 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
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0102
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; Social Diversity in the United States; Lived Environments
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; Social Diversity in the United States
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 | <ul style="list-style-type: none">• This class will explore the social, cultural, and political history of U.S. suburbs and cities since 1945, and it will pay particular attention to the ways in which Americans have made sense of suburbanization. |
|---|--|

Content Topic List

- City in history
 - Merchant cities
 - 19th century aesthetic conceptions of urban life
 - The industrial city
 - Immigration
 - Progressive reform
 - The Garden City
 - Impact of the automobile
 - Ethnicity
 - Racism
 - Suburbanization
 - State-federal policies
 - Postwar sprawl
 - Urban renewal
- No

Sought Concurrence

Attachments

- History 3040 NewGE.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3040 Lived Environments theme form.pdf: New GE rationale
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- HIST 3040 REVISED SYLLABUS V2.docx: REVISED Syllabus (version 2)
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded another revised syllabus in response to the panel feedback on 4/22/2022. *(by Getson, Jennifer L. on 04/22/2022 12:34 PM)*
- Please see Contingency feedback email sent 04/22/2022. *(by Hilty, Michael on 04/22/2022 11:18 AM)*

COURSE CHANGE REQUEST
3040 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/24/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	12/01/2021 01:07 PM	Submitted for Approval
Approved	Soland, Birgitte	12/01/2021 03:19 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/14/2022 03:17 PM	College Approval
Revision Requested	Hilty, Michael	03/07/2022 12:05 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	04/07/2022 05:07 PM	Submitted for Approval
Approved	Soland, Birgitte	04/07/2022 09:30 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/08/2022 10:34 AM	College Approval
Revision Requested	Hilty, Michael	04/22/2022 11:18 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	04/22/2022 12:34 PM	Submitted for Approval
Approved	Soland, Birgitte	04/22/2022 10:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/24/2022 11:28 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/24/2022 11:28 AM	ASCCAO Approval

HIST 3040: The American City

Instructor: Clay Howard
Office: Dulles 163
Office Hours: Wednesday, 10:30 AM-noon
(and by appointment)

E-Mail: howard.1141@osu.edu
Telephone: 292-8301
*e-mail is best way to contact me

*All office hours will be over zoom

Course Introduction

Since World War II, suburban growth has dramatically reshaped the ways Americans have related to their government, the physical environment, and to one another. In this era, many Americans have championed suburbs as important symbols of economic success, sites of marital bliss, and “safe” spaces to raise a family. At the same time, many critics have derided them as places full of unhappy marriages and overly materialistic, conformity-driven people. This class will explore the social, cultural, and political history of U.S. suburbs and cities since 1945, and it will pay particular attention to the ways in which Americans have made sense of suburbanization. Topics will include the debates over the government’s role in housing, racial segregation and the “urban crisis,” youth culture, the War on Drugs, gentrification, Wal-Mart and the “new economy,” immigrant suburbs, and the 2008 economic crash.

This is an upper-level history class, and it will require a significant amount of reading and writing. Students will be asked to read several scholarly histories of the suburbs; examine numerous primary documents, including films; write several take-home essays; and think critically about the ways in which Americans have thought about cities and suburbs since World War II.

Course Learning Objectives:

This class satisfies a General Education Requirement for Historical Study. The expected goals and learning objectives for this requirement are:

Goal: Students recognize how past events are studied and how they influence today’s society and the human condition.

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

New GE: Lived Environments

Goals

1. Successful students will analyze “Lived Environments” at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding lived environments by making connections to out-of-classroom experiences with

- academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
 4. Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

Expected Learning Outcomes

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of lived environments.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of lived environments.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to lived environments.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Engage with the complexity and uncertainty of human-environment interactions.
- 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
- 4.2 Describe how humans perceive and represent the environments with which they interact.
- 4.3 Analyze and critique conventions, theories and ideologies that influence discourses around environments.

GE Rationale:

HIST3040 asks students to think about the numerous factors that helped create U.S. cities and suburbs. Most importantly, it pushes them to see the important role federal, state, and local governments have played in transforming most Americans' lived environments in the 19th and 20th centuries. It starts with the assumption that most students believe that public policies have played little role in determining the character of neighborhoods and the wealth of their inhabitants. It tries to teach them a more complex history of American city and suburbs by specifically highlighting local governments' power to define municipal boundaries, school districts, tax structures, residential zoning, and police sectors.

Furthermore, HIST3040 makes space a central category of analysis. Students will not only ask, "When did events happen," but also, "where did they happen?" In particular, this course tells the histories of the lived environments of cities and suburbs side by side. Students should learn to see how patterns related to economic growth, inequality, culture, or political activism in one part of a metropolitan region connected to similar trends in

other parts of the region. A key part of understanding humans relate to the lived environment involves learning to see that space matters as much as time.

Assignments

Required books:

Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America*

Elizabeth Hinton, *America on Fire: The Untold Story of Police Violence and Black Rebellion Since the 1960s*

*Both books are available for purchase at the Barnes and Noble at 1598 N. High Street and are on reserve at the Thompson Library circulation desk. All other readings will be available on Carmen.

Required movies:

The Pruitt-Igoe Myth (dir: Chad Friedrichs, 79 minutes, 2012)

The Graduate (dir: Mike Nichols, 106 minutes, 1967)

Eyes on the Prize: Two Societies (dir. Sheila Bernard and Sam Pollard, 60 minutes, 1987)

Eyes on the Prize: The Keys to the Kingdom (Jacquelyn Shearer and Paul Stekler, 60 minutes, 1990)

Kramer vs. Kramer (dir. Robert Benton, 105 minutes, 1979)

Flag Wars (dirs. Linda Goode Bryant and Laura Poitras, 54 minutes, 2003)

Do the Right Thing (dir. Spike Lee, 120 minutes, 1989)

Transfusion (dir. Robert Lemon, 113 minutes, 2014)

*All movies (except *Transfusion*) are available through the OSU Secured Media Library: go.osu.edu/SecuredMediaLibrary

Grade distribution and other course requirements:

Primary source project (2-3 page paper): 15% of final course grade

Midterm essay (4-5 page paper): 25% of final course grade

Final essay (4-5 page paper): 25% of final course grade

Columbus research project (25 minute oral presentation): 20% of final course grade

Participation and engagement: 15% of final course grade

Assignment prompts for essays and Columbus research projects will be sent by e-mail two to three weeks before their due dates.

Course Policies:

Attendance and participation in discussion make up significant portions of the final course grade. Students who turn in all the written assignments but do not come to class will not pass the course. HOWEVER, they should not come to class if they feel sick or believe that they might be sick. Student are allowed up to four unexcused absences this semester for any reason. They should then speak to the professor about the missed

material. Students who will not be in class due to religious or medical reasons should notify the instructor ahead of time (if possible), and they are responsible for making an appointment to see him about the course material they missed while they were gone.

Missing more than four class meetings will negatively affect participation grades. Good participation requires more than mere attendance. Students are expected to come to class prepared to speak about the readings, ask thoughtful questions, and contribute to discussions. There will be periodic quizzes on the readings and ungraded free writes about course material that will be collected. Both kinds of assignments will contribute to the participation and engagement grade.

Students should plan to turn essays in on their due dates, but no late penalties will be assessed for five days after a due date. After that period, late papers will be docked 1/3 of a letter grade for every late day, and the instructor will not accept papers two weeks later than the due date. If you have a serious illness or family emergency and need to turn in an assignment after the due date, please notify the professor as soon as possible. Missed assignments will result in a "zero" towards the final grade.

All students must be fully enrolled in the course by the end of the second week of the semester (9/3). The instructor or department chair will not honor requests for admission after this date. Timely enrollment is the sole responsibility of the student.

Students with concerns about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the concern to the vice chair of the department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

If you have a disability of any kind that will affect your learning in this class, please let the professor or your discussion section leader know at your earliest convenience. Our class will follow university policy, which states: 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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. 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 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.

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. This can include but is not limited to: cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another students' work. Acts of academic dishonesty **will not** be tolerated under any circumstances. Instructors are required to report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For the student, this may result in an E for the course and additional disciplinary action. Again, students should refer to the Code of Student Conduct and are responsible for being familiar with it: (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

The material covered in this course will frequently involve volatile, sensitive, and controversial subjects. Students should observe the following guidelines during discussions:

- *Be courteous. It is okay to disagree but do so in a respectful manner. Do not attack someone personally merely for raising a contentious issue.
- *Support your statements. Developing the skills to compose an argument is an extremely important aspect of this class. Be prepared to justify and expand what you say in discussion.
- *Listen carefully. Respect is reciprocal and it is extremely important that everyone focus on what is being said in the classroom. Furthermore, someone else might raise an important issue that you might not have otherwise considered. Keep an open mind.
- *Allow others to speak. Not only is it important that all students participate, but it is also crucial that everyone is granted an equal opportunity to raise issues germane to the class.
- *Please remember to turn your cell phone off during section. Do not sleep, text, or browse the internet during class. Use of laptops for note taking requires the approval of the instructor.

Assignment Schedule:

*All assignments are due on the last day of each week

(Week 1) August 23, 25, and 27: 21st Century Cities and Suburbs

No Class August 21

Lily Geismer and Matthew Lassiter, "Turning Affluent Suburbs Blue Isn't Worth the Cost," *New York Times*, 9 June 2018

Nikole Hannah-Jones, "What is Owed," *New York Times Magazine*, 30 June 2020

Adam Harris, "The New Southern Strategy," *The Atlantic*, October 2020

Zach Beauchamp, "The Stimulus Shows Why the Left Should Stop Worrying and Learn to

Love the Suburban Voter," *Vox*, 8 March 2021

(Week 2): August 30, September 1, and 3: Zoning and the Birth of the Suburbs

Rothstein, *The Color of Law*, "Preface" and "Racial Zoning," (vii-xvii, 39-57)

Kenneth Jackson, "Suburbs into Neighborhoods," *Crabgrass Frontier*, (138-156)

Gwendolyn Wright, *Building the American Dream*, excerpt, *The Suburb Reader*, (60-63)

(Week 3) September 6, 8, and 10: What is 'Public' Housing?

No class September 6

Rothstein, *The Color of Law*, "Public Housing, Black Ghettos," "'Own Your Own Home,'" and "White Flight," (17-37, 59-75, 93-99)

HOLC Maps Project

Watch film: *Pruitt-Igoe Myth*

(Week 4) September 13, 15, and 17: Gender, Sex, and Consumption in Suburbia

Elaine Tyler May, "Cold War, Warm Hearth: Politics and the Family in Postwar America," *The Rise and Fall of the New Deal Order*, (153-176)

Goesaert, et al. v. Cleary, et al. Members of the Liquor Control Commission of Michigan, U.S. Supreme Court, 1948

Howard Kennedy, "Policy Due on 'Night Raid' Checking on Welfare Cases," *Los Angeles Times*, 18 February 1963

Watch video: Edward Simmel and Arthur Meservey, "A Date with Your Family,"

1950

<https://archive.org/details/DateWith1950>

(Week 5) September 20, 22, and 24: Middle-Class Revolt

Grace Hale, "Black as Folk: The Southern Civil Rights Movement and the Folk Music Revival," *The Myth of Southern Exceptionalism*, (121-142)

Jane Jacobs, "On the Uses of Sidewalks: Safety," *The Death and Life of Great American Cities*, 1961

Students for a Democratic Society, excerpt, *Port Huron Statement*, 1962

Bette Friedan, excerpt, *The Feminine Mystique*, 1963

Carl Wittman, "A Gay Manifesto," excerpt, 1970

Watch film: *The Graduate*

Primary source paper due 9/24

(Week 6) September 27, 29, and October 1: Riot or Revolution?

Hinton, *America on Fire*, "Introduction" and "The Cycle" (1-45)

Watch film: *Eyes on the Prize: Two Societies*

(Week 7) October 4, 6, and 8: Law and Order?

Rothstein, *Color of Law*, "State-Sanctioned Violence," (139-151)

Hinton, *America on Fire*, "The Vigilantes" and "The Poisoned Tree," (70-93 and 121-143)

(Week 8) October 11, 13, and 15: Silent Majorities

No class 10/15

Hinton, *America on Fire*, "The Projects" and "The Schools," (46-69, 144-169)

Pete Hammill, "Revolt of the Lower White Middle Class" *New York Magazine*, 14 April 1969

Lisa Hamel, "Buses That Bring Together Two Separate and Unequal Worlds," *New York Times*, 4 April 1969

"Black-White Dialogue Probes Value of METCO Busing," *Boston Globe*, 25 May 1969

Watch film: *Eyes on the Prize: The Keys to the Kingdom*

(Week 9) October 18, 20, and 22 Family in Crisis

Matthew Lassiter, "Inventing Family Values," in *Rightward Bound: Making American Conservative in the 1970s* (13-28)

Jerry Falwell, "Rise Up Against a Tide of Permissiveness and Decay"

National Organization for Women, "Why Feminists Want Child Care"

Phyllis Schlafly, "Interview with the *Washington Star*"

Johnny Tilmon, "Welfare is a Women's Issue"

Susan Jacoby, "Feminism in the \$12,000 a Year Family"

Watch film: *Kramer vs. Kramer*

(Week 10) October 25, 27, and 29 Searching for Authenticity

Suleiman Osman, "The Decade of the Neighborhood," in *Rightward Bound: Making America Conservative in the 1970s*, (106-127)

Columbus Maps Project

Watch film: *Flag Wars*

Midterm Due 10/29

(Week 11) November 1, 3, and 5 Snob Zoning and Border Wars

Rothstein, *Color of Law*, "Local Tactics," (115-138)

David Kirp, "A Suburb at Odds: The Epic Battle at Mt. Laurel," *Almost Home: America's Love-Hate Relationship with Community*, (60-106)

Monroe Karmen, "How Dayton's Elite Opened Its Suburbs," *Wall Street Journal*, 11 May

1972

Carl Morris, "Comment: HUD Guidelines Leave Poor Slums," *Pittsburgh Courier*, 4 March

1972

Paul Delaney, "Dayton Suburbs Tackle Problems of 'Fair Share' Housing," *New York Times*, 17 November 1974

(Week 12) November 8, 10, and 12: Mass Incarceration and Rebellion

Hinton, *America on Fire*, "The System" and "The Reforms," (201-228, 257-286)

Watch film: *Do the Right Thing*

(Week 13) November 15, 17, and 19 Immigrant Suburbs and New Coalitions

A.K. Sandoval-Strausz, "Transnational Cities," *Barrio America: How Latino Immigrants Saved the American City*, 2020, (227-259)

Linda Vaccariello, "Why Immigration Matters," *Cincinnati Magazine*, 2004

Listen: All Things Considered, "Latinos Rattled by Ohio Sheriff's Mission," NPR News, 2006

Watch film: *Transfusion*

(Week 14) November 22, 24, and 26 Social Capital and the Suburbs

No Class 11/24 and 11/26

No homework due

(Week 15) November 29, December 1, and 3: Neoliberal Metropolises

"Five Years After Michael Brown's Death, What has Changed in Ferguson- and What Hasn't," *PBS NewsHour*, 8 August 2019

Walter Johnson, "Ferguson's Fortune 500 Company," *The Atlantic*, 26 April 2015

Alana Semuels, "The Destruction of a Black Suburb," *The Atlantic*, 13 July 2015

Institute on Metropolitan Opportunity, *NE Ohio-Cleveland Metropatterns*, 2008

(Week 16) December 6, 8, and 10 Metropolitan Futures

No Class 12/10

Rothstein, *The Color of Law*, "Looking Forward, Looking Back," "Considering Fixes," and "Epilogue" (177-218)

Hinton, *America on Fire*, Conclusion, (287-308)

Jerusalem Demsas, "America's Racist Housing Rules Really Can be Fixed," *Vox*, 17 February 2021

"How Minneapolis Became the First to End Single Family Zoning," *PBS NewsHour*, 23 November 2019

Final Paper Due Date TBA

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

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.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the 1

In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. 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 integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. 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

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. 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 analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values 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)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. 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

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

