

## Term Information

Effective Term Autumn 2022

## General Information

Course Bulletin Listing/Subject Area History of Art  
Fiscal Unit/Academic Org History of Art - D0235  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3905  
Course Title The Developing World on Screen  
Transcript Abbreviation World on Screen  
Course Description Exploration of the relationships between the lived environments of the developing world and their representations in film.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 Week, 12 Week, 8 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 Not open to students with credit for International Studies 3905  
Electronically Enforced No

## Cross-Listings

Cross-Listings Cross-listed in International Studies

## Subject/CIP Code

Subject/CIP Code 50.0703  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior

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## Requirement/Elective Designation

Lived Environments

## Course Details

### Course goals or learning objectives/outcomes

- (1) improve students' awareness about the origins and history of knowledge regarding the so-called developing world
- (2) to develop students' analytical skills in interpreting different modes of representation in film and their corresponding social stakes, and
- (3) to advance students' critical thinking skills through engagement with a variety of texts.

### Content Topic List

- Poverty and ecological catastrophe
  - Extractive economies
  - Global inequality
  - Gendering poverty, representing gender
  - Urbanization of global poverty and megacities of the Global South
  - Indigeneity and colonial power
  - Conflict, war, and poverty
  - Constructions of race
- No

### Sought Concurrence

## Attachments

- the developing world on screen syllabus.docx: Syllabus  
*(Syllabus. Owner: Stephens, Gabrielle Marie)*
- the developing world on screen-lived-environments course proposal.pdf: GE Themes proposal  
*(Other Supporting Documentation. Owner: Stephens, Gabrielle Marie)*
- interdisciplinary-team-taught-inventory.pdf: Team Taught Inventory  
*(Other Supporting Documentation. Owner: Stephens, Gabrielle Marie)*
- Curriculum Map HA3905.docx: Curricular Map  
*(Other Supporting Documentation. Owner: Stephens, Gabrielle Marie)*

## Comments

- Pushing this back through as INT STDS course is matching HISTART course code. *(by Stephens, Gabrielle Marie on 02/11/2022 01:18 PM)*
- -Cross-listed courses need to have the same CIP code. Please consult with International Studies and agree on best code. *(by Vankeerbergen, Bernadette Chantal on 01/25/2022 12:20 PM)*

**COURSE REQUEST**  
3905 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/17/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stephens, Gabrielle Marie	11/10/2021 01:06 PM	Submitted for Approval
Approved	Whittington, Karl Peter	11/10/2021 01:14 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/14/2021 11:59 AM	College Approval
Submitted	Stephens, Gabrielle Marie	11/29/2021 03:32 PM	Submitted for Approval
Approved	Whittington, Karl Peter	11/30/2021 10:24 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/25/2022 12:24 PM	College Approval
Submitted	Whittington, Karl Peter	01/25/2022 12:26 PM	Submitted for Approval
Approved	Whittington, Karl Peter	01/25/2022 12:26 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/25/2022 12:27 PM	College Approval
Submitted	Whittington, Karl Peter	01/25/2022 04:30 PM	Submitted for Approval
Approved	Whittington, Karl Peter	01/26/2022 08:28 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/26/2022 09:22 AM	College Approval
Submitted	Whittington, Karl Peter	01/26/2022 09:44 AM	Submitted for Approval
Approved	Whittington, Karl Peter	01/26/2022 09:44 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/26/2022 09:47 AM	College Approval
Submitted	Stephens, Gabrielle Marie	02/11/2022 01:18 PM	Submitted for Approval
Approved	Whittington, Karl Peter	02/11/2022 01:19 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/17/2022 04:22 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/17/2022 04:22 PM	ASCCAO Approval

# SYLLABUS

## INTERNATIONAL STUDIES AND HISTORY OF ART 3905:

The Developing World on Screen  
Fall 2022 – Full Term (in person)  
MW 2:20 pm - 3:40 pm

### COURSE OVERVIEW

#### Instructors

Erica Levin

levin.1996@osu.edu

Office hours: By appointment

Max D. Woodworth

woodworth.42@osu.edu

Office hours: By appointment

#### Course Information

**Course times:** TBD

**Credit hours:** 4

**Mode of delivery:** in person

**Preferred means of communication:**

- Our preferred method of communication for questions is **email**.
- Class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.
- Your work will be assessed by Professors Levin and Woodworth, and our GTAs.
- Please copy both Professors Woodworth and Levin on all emails.

#### Course description

This is a co-taught in-person course in Film Studies and Development Studies that explores relationships between the lived environments of the developing world and their representations in film. In this course, which is designed to satisfy the requirements of the General Education “Lived Environments” theme, students will view drama and documentary film from around the world and engage these works of cinema in tandem with key readings on global poverty, inequality, environmental degradation, among other key themes. Through critical engagement with film and text, this course highlights the diversity of the developing world while opening to question the sources of human knowledge, structures of perception, and the relations between social groups at different spatial scales.

The goals of this course are as follows:

- (1) to improve students' awareness about the origins and history of knowledge regarding the so-called developing world,
- (2) to develop students' analytical skills in interpreting different modes of representation in film and their corresponding social stakes, and
- (3) to advance students' critical thinking skills through engagement with a variety of texts.

## Course learning outcomes

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

- Understand the problems of global poverty and inequality from a variety of perspectives
- Assess historical patterns of economic and social development
- Critically interpret representations of poverty and inequality in film
- Analyze relations between modes of representation and environments depicted
- Understand the role of representation in shaping development realities and perceptions
- Identify cinematic codes and representational strategies in film
- Use advanced concepts in film interpretation to analyze films
- Articulate how filmic modes of representation shape attitudes, beliefs, values, and behaviors

The course goals and learning outcomes align with the general goals of GE Themes courses provided here:

<b>GE Themes: General</b>	
<b>Goal 1:</b> Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to .... <b>1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.
	<b>1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
<b>Goal 2:</b> 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.	<b>2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme. <b>2.2</b> 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.

The course goals and learning outcomes align with the GE goals of the “Lived Environment” theme provided here:

<b>GE “Lived Environment”</b>	
<b>Goals</b>	
<b>Goal 1:</b> 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.	Successful students are able to .... <b>1.1</b> Engage with the complexity and uncertainty of human-environment interactions.
	<b>1.2</b> Describe examples of environmental change and transformation over time and across space.
<b>Goal 2:</b> Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.	<b>2.1</b> Analyze how humans’ interactions with their environments share or have shaped attitudes, beliefs, values, and behaviors. <b>2.2</b> Describe how humans perceive and represent the environments with which they interact. <b>2.3</b> Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

# GRADING AND INSTRUCTOR RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
<b>10 Written Responses</b>	<b>50</b>
<b>Film Analysis (8 to 10 pages)</b>	<b>40</b>
<b>Attendance and Participation</b>	<b>10</b>
<b>Total</b>	<b>100</b>

## Explanation of graded assignments

**Written Responses:** These entries are intended as short, reflective essays (about 1 page, single-spaced, or about 500 words) about the readings or films. Prompts will be provided for each assignment. Sample entries will be available in Carmen. Written responses are graded on a 0-100 scale.

**Film Analysis:** This written analysis is intended to enable you to apply the analytical tools we employ in the course to a selected film.

**Attendance and Participation:** Students are expected to attend all classes and participate actively in large and small group discussions.

## Late assignments

We try to be flexible and understanding about people's busy schedules, so we can grant two late submissions without deducting grade points. Starting with the third late assignment, five percentage points will be deducted for each day of lateness. Family or medical emergencies (with documentation) are acceptable excuses for lateness and will not result in point deductions. Please provide documentation so we can record an excused lateness.

## Grading scale

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+	

## Instructor feedback and response time

- **Grading and feedback:** For any written assignments, you can generally expect feedback within **7 days**.
- **Email:** We will reply to emails within **24 hours on days when class is in session at the university**.
- Remember that you can call **614-688-HELP** at any time if you have a technical problem.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is offered in person.

**Communication:** The instructors will communicate with the class about assignments, deadlines, and any other crucial information for the course through Carmen Announcements. It is the responsibility of students to read Announcements promptly to keep pace with the class.

**Pace of online activities:** This course is divided into **modules** that are arranged around specific themes. Materials and assignments for each module will be available in Carmen. Students are expected to keep pace with deadlines, which are provided in the syllabus. Students will also receive alerts through Carmen to notify them of assignments and deadlines.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction through Zoom in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** The following is a summary of everyone's expected participation:



- **Attend lecture periods: TWICE PER WEEK**  
You are expected to attend in-person lectures during our two designated class times. After three unexcused absences, final grades will drop by a percentage point per class period missed.
- **Participate in class-time discussions:** We urge everyone to speak voluntarily during class times, and will call on students, as well.
- **Office hours: OPTIONAL**  
We will hold office hours by appointment. Please simply send an email to us with three half-hour periods convenient to you and one of us will respond with a preferred time or a request to provide a few more options in case we're having a particularly busy week.

## COURSE SCHEDULE

Module (weeks)	Topic	Reading, viewing	Assignment
<b>Module 1</b> weeks 1 & 2 Wed 8.24 Mon 8.29 Wed 8.31	Introduction to the course; review of syllabus	Read for Mon 8.29: Andrew Sumner, 2006. "What is Development Studies," <i>Development in Practice</i> 16(6): 644-650.  Linda Ehrlich, "An Elemental Cinema Re-examined: Manbiki kazoku/ <i>Shoplifters</i> , 2018," <i>The Films of Kore-eda Hirokazu. East Asian Popular Culture</i> (Palgrave Macmillan, 2019): 193-216.  View (on Carmen) for Wed 8.31: <i>Shoplifters</i> (Hirokazu Kore-eda, 2018) Japan  Read for Wed 8.31: <a href="#">Rebecca Solnit, 2010. "When the Media is the Disaster." <i>Guernica</i>, January 21.</a>	Written Response 1 Due Fri 9.2
<b>Module 2</b> weeks 3 & 4 Mon 9.5 (no class) Wed 9.7 Mon 9.12 Wed 9.14	Poverty and ecological catastrophe	View (on Carmen) for Wed 9.7: <i>Landfall</i> (Cecilia Aldarondo, 2020) Puerto Rico  Read for Wed 9.7: Jennifer Fay, "Still Life," <i>Inhospitable World: Cinema in the Time of the Anthropocene</i> , (Oxford, 2013): 129-161	Written Response 2 Due Fri 9.16

		<p>Read for Mon 9.12: Naomi Klein, <i>This Changes Everything: Capitalism vs. the Climate</i> (Simon and Schuster, 2015): Ch. 1, "Introduction: One Way or Another, Everything Changes" (1-30) and Ch. 5, "Beyond Extractivism: Confronting the Climate Denier Within" (161-190).</p> <p>View (on Carmen) for Wed 9.14: <i>Still Life</i> (Jia Zhangke, 2006) China</p> <p>Read for Wed 9.14: <a href="#"><u>Neil Smith, 2006. "There's no such thing as a natural disaster." <i>Items: Insights from Social Science</i>, June 11.</u></a></p>	
<p><b>Module 3</b> week 5 &amp; 6 Mon 9.19 Wed 9.21 Mon 9.26 Wed 9.28</p>	<p>Extractive economies</p>	<p>View (on Carmen) for Mon 9.19: <i>Manufactured Landscapes</i> (Edward Burtynsky, 2006) Canada</p> <p>Read for Wed 9.21: Max D. Woodworth. "Spaces of the Gigantic: Extraction and Urbanization in China's Energy Frontier" in J. Cons and M. Eilenberg, eds., <i>Frontier Assemblages: The Emergent Politics of Resource Frontiers in Asia</i> (Wiley-Blackwell, 2018): 155-170.</p> <p>View (on Carmen) for Mon 9.26: <i>Behemoth</i> (Zhao Liang, 2015) China</p> <p>Read for Wed 9.28: Sarah Jaquette Ray, "Environmental Justice, Vital Materiality, and the Toxic Sublime in Edward Burtynsky's <i>Manufactured Landscapes</i>," <i>GeoHumanities</i> 2(1):1-17.</p>	<p>Written Response 3 Due Fri 9.30</p>
<p><b>Module 4</b> week 7 Mon 10.3 Wed 10.5</p>	<p>Global inequality</p>	<p>View (on Carmen) for Mon 10.3: <i>Sleep Dealer</i> (Alex Rivera, 2008) Mexico</p> <p>Read for Mon 10.3: Camilla Fojas, "Border Securities, Drone Cultures, and Alex Rivera's <i>Sleep Dealer</i>," <i>Latinx Ciné in the Twenty-First Century</i>, Frederick Luis Aldama, ed. (University of Arizona Press, 2019): 251-262.</p>	<p>Written Response 4 Due Fri 10.7</p>

		<p>Read for Wed 10.5:          Branko Milanovic, <i>Global Inequality: A New Approach for the Age of Globalization</i> (Harvard University Press, 2018),          "Introduction" (1-9), Ch. 3, "Inequality Among Countries" (118-154).</p> <p>Teresa Caldeira, <i>City of Walls: Crime, Segregation, and Citizenship in São Paulo</i> (University of California Press, 2000), Ch. 1, "Talking of Crime, Ordering the World" (19-52), Ch. 6, "Sao Paulo: Three Patterns of Spatial Segregation" (213-255).</p>	
<p><b>Module 5</b>          weeks 7 &amp; 8          Mon 10.10          Wed 10.12          Mon 10.17          Wed 10.19</p>	<p>Gendering poverty, representing gender</p>	<p>Read for Mon 10.10:          Katrina Daly Thompson, "Authorship and Identities: What Makes a Film 'Local'?", <i>Zimbabwe's Cinematic Arts: Language, Power, Identity</i> (Indiana University Press, 2012): 71-91.</p> <p>View (on Carmen) for Wed 10.12:  <i>Neria</i> (Godwin Mawuru, 1993) Zimbabwe</p> <p>View (on Carmen) for Mon 10.17:  <i>Kandahar</i> (Mohsen Makhmalbaf, 2001) Iran/Afghanistan</p> <p>Read for Wed 10.19:  <a href="#">UNHCR, 2021. "Protecting the Rights of Refugee Women." Geneva: UNHCR.</a></p>	<p>Written Response 5          Due Fri 10.21</p>
<p><b>Module 6</b>          weeks 9 &amp; 10          Mon 10.24          Wed 10.26          Mon 10.31          Wed 11.2</p>	<p>Urbanization of global poverty and megacities of the Global South</p>	<p>View (on Carmen) for Mon 10.24:  <i>Welcome to Lagos</i> (BBC, 2010) Nigeria</p> <p>Read for Mon 10.24:          Mike Davis, 2004. "Planet of Slums." <i>New Left Review</i> 26: 5-34.</p> <p>Read for Wed 10.26:          Angotti, Thomas, 2006. "Apocalyptic anti-urbanism: Mike Davis and his planet of slums." <i>International Journal of Urban and Regional Research</i>, 30(4): 961-967.</p>	<p>Written Response 6          Due Fri 11.4</p>

		<p>Read for Mon 10.31 Igor Krstic, "Slums on and off Screen," <i>Slums on Screen: World Cinema and the Planet of Slums</i> (Cambridge University Press, 2016): 16-40</p> <p>View (on Carmen) for Wed 11.2 <i>Tirador [Slingshot]</i> (Brillante Mendoza, 2007) Philippines</p>	
<p><b>Module 7</b> week 11 Mon 11.7 Wed 11.9</p>	<p>Indigeneity and colonial power</p>	<p>View (on Carmen) for Mon 11.7: <i>Day in the Life</i>, (Karrabing Film Collective, 2020) Aotearoa</p> <p>Read for Wed 11.9 <a href="#">Dennis Saddleman, 2021. "Monster." Canadian Broadcasting Corporation.</a></p> <p>View (on Carmen) for Wed 11.9 <a href="#">Interview with Elizabeth Povinelli</a></p>	<p>Written Response 7 Sat 11.12 (no class 11.11)</p>
<p><b>Module 8</b> week 12 &amp; 13 Mon 11.14 Wed 11.16 Mon 11.21 Wed 11.23</p>	<p>Conflict, war, and poverty</p>	<p>Read for Mon 11.14: Watts, Michael, "Black Gold, White Heat State violence, local resistance and the national question in Nigeria," in S. Pile and M. Keith, eds., <i>Geographies of Resistance</i> (Routledge, 2013): 47-81.</p> <p>View (on Carmen) for Wed 11.16: <i>Quo Vadis, Aida?</i> [<i>Where are you going, Aida?</i>] (Jasmila Žbanić, 2020) Bosnia</p> <p>Read for Wed 11.16: Stephen Harper, "Humanitarianism and its others: Three Liberal 1990s Bosnian War Dramas," <i>Screening Bosnia Geopolitics, Gender and Nationalism in Film and Television Images of the 1992-95 War</i> (Bloomsbury, 2018): 55-76.</p> <p>View (on Carmen) Mon 11.21: <i>Capernaum</i> (Nadine Labaki, 2018) Lebanon</p>	<p>Written Response 8 Due Mon 11.28</p>

		Read for Wed 11.23: Lina Khatib, "Lebanese Cinema and the Representation of War," <i>Film in the Middle East and North Africa: Creative Dissidence</i> , Josef Gugler, ed. (University of Texas Press, 2011): 134-145	
<b>Module 9</b> weeks 14 Mon 11.28 Wed 11.30	Constructions of race	View (on Carmen for Mon 11.28): <i>Frantz Fanon: Black Skin, White Mask</i> (Isaac Julian, 1995) UK  View (on Carmen for Mon 11.30): <i>Concerning Violence</i> (Göran Olsson, 2014)  View (on Carmen) for Wed 11.30 <a href="#"><u>Kathryn Yusoff, 2018. "Geologies of Race," lecture presented at Arizona State University.</u></a>  Frantz Fanon, <i>Black Skin, White Masks</i> . (Grove Press, 2008[1952]): "Introduction" (xi-xx), Ch. 4, "The So-Called Dependency Complex of the Colonized" (64-88), Ch. 5, "The Lived Experience of the Black Man" (89-119).	Written Response 9 Due Fri 12.2
<b>Module 10</b> week 15 Mon 12.5 Wed 12.7	Review & Reflection	Presentations & in-class self-reflection exercise	Written Response 10 Due Fri 12.9
<b>Final Film Analysis (8 to 10 pages)</b> <b>Due Wed 12.14</b>			

## STUDENT SUPPORT FOR SUCCESSFUL LEARNING

Students are encouraged to make use of the university's support services. These can be very helpful as you navigate the significant challenges of university life in all its dimensions. Please visit the Academic Advising website to obtain tips for success in this and other courses, information about academic affairs and regulations, and general advising about majors, minors, careers, and other aspects of academic life. Through the website you will be able to schedule appointments with advisors who can assist with specific issues. See here: <https://advising.osu.edu/>. For guidance and access to resources in all areas of student life, please visit the Student Services Center. You can visit their website here for complete information: <http://ssc.osu.edu>

## COURSE MATERIALS AND TECHNOLOGIES

### Textbook, articles, audio-visual materials

- The book "Development: A Very Short Introduction" (Oxford University Press), by Ian Goldin, will be frequently used in the course. It can be purchased online for about \$12. Please consider purchasing from an independent bookstore (you can search for one here: <https://www.indiebound.org/indie-bookstore-finder>). It is also available for free as an e-book through the University Library.
- Readings will be made available through links provided in the syllabus or will be available in PDF format on Carmen.
- Audio-visual material will be available through links on Carmen.

### Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

## REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

## CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

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

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful. A fruitful learning environment is achieved when everyone knows that their contributions to discussions are welcomed and that their peers are ready to listen with open hearts and minds to what we each have to say.

- **Writing style:** In any written communications and assignments, you should remember to write using correct grammar, spelling, and punctuation. A crucial part of this course is learning to be a better writer.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels they can express themselves freely and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Though it has never occurred in any of my classes and Buckeyes are invariably a kind and thoughtful bunch, I would like to put here an obvious reminder that intentionally demeaning language will not be tolerated in the class.
- **Citing your sources:** Please make it a regular practice to cite sources whenever appropriate. Use parenthetical citations, which look like this: "Globalization is characterized by a process known as a 'time-space compression' (Harvey, 2005)." If a citation is made in the text, you must also include the full bibliographical reference at the end of your document.

### Academic integrity policy

#### POLICIES FOR THIS COURSE

- **Written assignments:** Your written assignments should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. Written assignments may undergo review through Turnitin, an online system that checks for plagiarism.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with us.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.



## OHIO STATE'S 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/>.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [\*Code of Student Conduct\*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If we suspect that a student has committed academic misconduct in this course, we are obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact us.

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

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## **Copyright disclaimer**

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

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](https://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Your 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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: [ccs.osu.edu](https://ccs.osu.edu). You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## Support and Resources

For further detailed information and access to helpful resources related to all of the policies listed above, please visit Academic Advising (<https://advising.osu.edu/>) and the Student Services Center (<http://ssc.osu.edu>).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

### Requesting accommodations

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

### Accessibility of course technology

This online 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.

# 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](mailto: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**

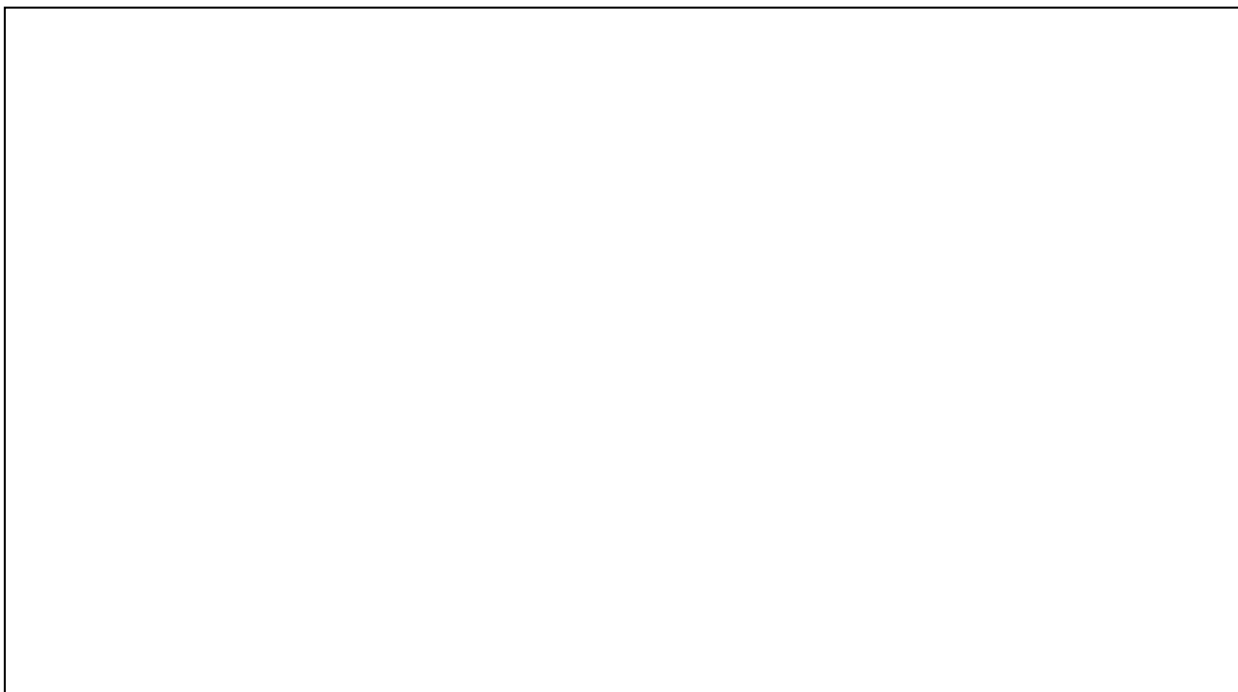
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

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

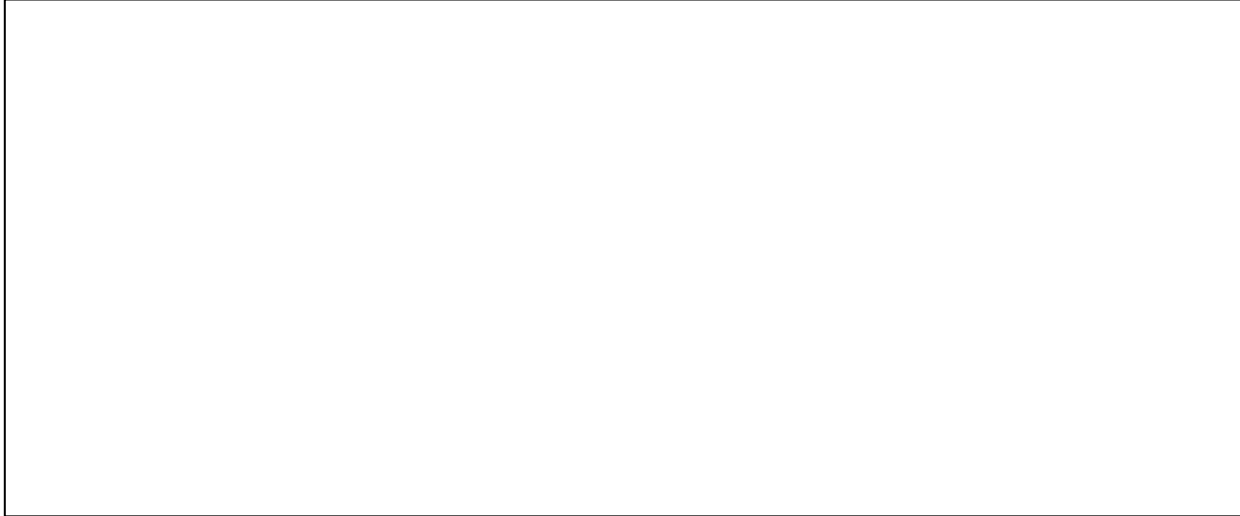
**GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.**

**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)



## History of Art BA Curricular Map

### Program Learning Goals:

**Goal 1: Students gain a general familiarity with and knowledge of major art historical monuments**

**Goal 2: Students acquire a basic understanding of current approaches in art history as well as an acquaintance with the history of the discipline**

**Goal 3: Students acquire a fundamental knowledge of the materials and techniques of art making and an understanding of the relevance of this knowledge for art historical interpretation**

**Goal 4: Students learn to look, read, and think critically as well as to articulate and support sustained arguments**

**Goal 5: Students acquire the fundamental writing and research skills necessary to produce art historical scholarship**

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<b>Required Courses Offered by Unit</b>					
<b>Group A</b>					
HA 4001	Beginning/ Intermediate	Beginning/ Intermediate	Beginning/ Intermediate	Intermediate	Intermediate
HA 4005 (may be substituted for a studio art course)	Beginning/ Intermediate	Beginning/ Intermediate	Intermediate/ Advanced	Beginning/ Intermediate	Beginning/ Intermediate
HA 4010	Intermediate	Intermediate/ Advanced	Beginning/ Intermediate	Intermediate	Intermediate
HA 4016	Advanced	Advanced	Advanced	Advanced	Advanced
<b>Group B (6 courses)</b>					
2000- and 3000- Level Courses (max of 2)*	Beginning	Beginning	Beginning	Beginning	Beginning
4000-level	Advanced	Intermediate/ Advanced	Intermediate/ Advanced	Intermediate/ Advanced	Intermediate/ Advanced
5000-level	Advanced	Advanced	Advanced	Advanced	Advanced
<b>Group C (2 courses)</b>					
4000-level	Advanced	Intermediate/ Advanced	Intermediate/ Advanced	Intermediate/ Advanced	Intermediate/ Advanced
5000-level	Advanced	Advanced	Advanced	Advanced	Advanced

\* Undergraduates would take HA 3905 as an elective in group B

