

## 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?)**

Adding the Race, Ethnicity and Gender Diversity GE to course

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

This course asks how women's struggles for political, social, sexual, and economic rights have transformed the course of global history. Intersections between gender and other modes of power and difference, including race and ethnicity, are central to our investigation.

**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	2620
Course Title	Women Changing the World: Histories of Activism and Struggle
Transcript Abbreviation	Women Change World
Course Description	History of women's activism in global perspective.
<i>Previous Value</i>	<i>History of women's activism in global perspective. Sometimes this course is offered in a distance-only format.</i>
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
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

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

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

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

## **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**

- Students should be able to analyze how women's struggles (including of cisgender and transgender women) for political, social, sexual, and economic rights have transformed the course of global history.

### ***Previous Value***

**COURSE CHANGE REQUEST**  
2620 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
05/07/2022

**Content Topic List**

- History of feminist movements
- Women and revolutionary struggles
- Gender and nationalism
- Struggles for sexual and reproductive freedoms and rights
- Women's activism in support of family and children
- Intersections of race, gender, and class
- Sexuality in women's activism
- Women and peace movements
- Women and temperance
- Women and religious revival
- Women's suffrage

**Sought Concurrence**  
*Previous Value*

No

**Attachments**

- HIST 2620 Submission REG.pdf: GE Form  
*(GEC Model Curriculum Compliance Stmt. Owner: Getson, Jennifer L.)*
- HIST 2620 formatted syllabus for REG GE V2.docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*
- HIST 2620 Syllabus - REVISED.docx: REVISED Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

- Uploaded revised syllabus in response to the panel's feedback. *(by Getson, Jennifer L. on 05/06/2022 01:27 PM)*
- See feedback email sent to department 4-10-22 RLS *(by Steele, Rachel Lea on 04/10/2022 11:41 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	03/03/2022 03:25 PM	Submitted for Approval
Approved	Soland, Birgitte	03/03/2022 09:35 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/13/2022 06:32 PM	College Approval
Revision Requested	Steele, Rachel Lea	04/10/2022 11:41 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	05/06/2022 01:27 PM	Submitted for Approval
Approved	Soland, Birgitte	05/06/2022 10:20 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/07/2022 08:38 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/07/2022 08:38 AM	ASCCAO Approval

# **SYLLABUS: HIST 2620**

## **WOMEN CHANGING THE WORLD: HISTORIES OF ACTIVISM AND STRUGGLE**

### **Course overview**

#### **Classroom Information**

Format of instruction: In Person Lecture

Meeting Days/Times: Tuesdays/Thursdays 11:10-12:30

Location: Room and Building

#### **Instructor**

Instructor: Mytheli Sreenivas

Email address: [Sreenivas.2@osu.edu](mailto:Sreenivas.2@osu.edu) (preferred method of communication)

Phone number: 614-247-8057

Office hours: Tuesdays/Thursdays 1:30-2:30

#### **Course description**

How has women's activism changed the world? How have cisgender and transwomen's struggles for political, social, sexual, and economic rights transformed the course of global history? How have women's movements shaped revolutions and redefined concepts of rights?

This course examines the history of women's activism from a global perspective. We will investigate women's participation in a wide range of movements, including struggles for suffrage and voting rights, nationalism and anti-imperialism, reproductive and sexual rights, and ecofeminism and environmental justice. We will take examples from many parts of the world, and also ask how women's activism has transcended and challenged national boundaries.

#### **Course learning outcomes**

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

1. Analyze how women's struggles (including of cisgender and transgender women) for political, social, sexual, and economic rights have transformed the course of global history.
2. Analyze how women's movements have redefined concepts of rights.
3. Study the history of how "woman" became a political category that motivated activism and struggle.

4. Examine challenges to the category of “woman” based on race, ethnicity, gender, and other systems and institutions of power.
5. Investigate points of commonality and difference in women’s struggles across diverse geographies.

## General Education

### **GE Category: Race, Ethnicity and Gender Foundation**

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

#### **Expected Learning Outcomes**

- 1.1 Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Successful students are able to evaluate social and ethnical implications of studying race, gender, and ethnicity.

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

#### **Expected Learning Outcomes**

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

### **GE Category: Historical 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 Outcomes**

- 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.

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.

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.

1.4A: Successful students are able to evaluate social and ethical implications in historical studies.

**Statement of how this course meets the Goals and Expected Learning Outcomes for the GE categories:** This course asks how women's struggles for political, social, sexual, and economic rights have transformed the course of global history. Intersections between gender and other modes of power and difference, including race and ethnicity, are central to our investigation. Our analysis of the category of "woman," and our introduction to concepts of gender, race, and ethnicity all make this a foundational course.

## Course materials

Most required readings are available digitally through carmen or through the OSU library website. There is one book to purchase; a print copy will also be available at the main library on 2-hour reserve.

Rokeya Sakhawat Hossain, *Sultana's Dream: A Feminist Utopia*, edited and translated by Roushan Jahan (Feminist Press at CUNY, 1988).

## Grading and instructor response

### Grades

Assignment or category	Percentage of grade
Class participation	20%
Discussion posts (5 total)	5% each; total 25%
Response essays (2 total)	15% each; total 30%
Final project	25%
Total	100%

*See course schedule, below, for due dates of major assignments*

### Attendance and engaged classroom participation

I expect students to participate thoughtfully, respectfully, and consistently in our shared learning environment. Participation in this course will involve being prepared for discussions by completing all assignments and required readings prior to class.

Participation will be evaluated based on active participation in class discussions (e.g. asking questions, deep listening, offering thoughtful comments), attendance checks based on

assigned readings, and other classroom activities.

### **Discussion posts (5 total)**

The course is structured around weekly reading assignments and discussions of those readings. To prepare for class discussions, students are required to write a weekly discussion post (200 words) for assigned readings, on Carmen in advance of our class meetings. Students are encouraged to read each other's posts prior to class discussion. Please note that there are **13** posts throughout the semester; students need to submit **5 posts** in total to earn full credit. Discussion post due dates will be posted on Carmen.

### **Response Essays:**

Throughout the semester, students will write two essays in response to course material. Students will be given writing prompts and asked to address the major themes and arguments of the assigned readings. Essays should be 5-6 pages, double-spaced.

### **Final Project:**

Students' final projects will analyze an example of women's activism. Detailed final project guidelines will be distributed in class and posted to Carmen.

## **Late assignments**

All assignments lose 5% of the total grade for every day they are late. If there are extenuating circumstances, please contact me as soon as possible.

## **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**

I am providing the following list to give you an idea of my intended availability throughout the course.

### **Contact Preference**

Email is usually the best way to reach me, and you can expect a response within 24 hours on weekdays.

### **Grading and feedback**

For large assignments (response essays, final essay), you can generally expect feedback within two weeks. I will grade discussion posts within one week.

# Course schedule

Note: If a reading is online, a link is included. If you don't see a link, you'll find the reading on carmen. This schedule includes the titles of edited books where our primary sources are located; full bibliographic information about the books appears after the schedule.

August 23: Introduction

## Unit 1: "Woman" and the Subject of Politics

August 25

- "Declaration of the Rights of Man and Citizen" (1789): <https://revolution.chnm.org/d/295>
- Olympe de Gouges, Declaration of the Rights of Woman and Female Citizen (1791): <https://revolution.chnm.org/d/293/>
- Sojourner Truth, "Woman's Rights" (1851); *Words of Fire*, pp. 35-36

August 30

- Tarabai Shinde, "A Comparison of Men and Women" (1882), *Women Writing in India*, vol. 1
- Zainab Fawwaz, "Fair and equal treatment" (1891) *Opening the Gates*, pp. 220-226
- Bahithat al-Badiya, "A lecture in the club of Umma party" (1909), *Opening the Gates* pp. 227-238

September 1

- Elizabeth Cady Stanton, "Speech before the Woman Suffrage Convention" (1869), *Documenting First Wave Feminisms*, pp. 116-123
- Mary Church Terrell, "The Progress of Colored Women" (1898), *Documenting First Wave Feminisms*, pp. 129-134
- Clara Zetkin, "Women's Right to Vote" (1907), *Documenting First Wave Feminisms*, pp. 137-143

September 6

- Emmeline Pankhurst, "The Importance of the Vote" (1908), *Documenting First Wave Feminisms*, pp. 143-149.
- Inji Aflatoun, "We Egyptian Women" (1949), *Opening the Gates*, pp. 343-351
- Aruna Asaf Ali, "Woman's Suffrage in India" (nd), *Provocations*, pp. 119-124

September 8

- Sarah Gavron, dir. *Suffragette* (2015)

## Unit 2: Women and Revolution

September 13



- “Narrative of Huang Dinghui: Career Revolutionary” *Women in the Chinese Enlightenment*, pp. 287-330
- “Narrative of Chen Yongsheng: Educator” *Women in the Chinese Enlightenment*, pp. 259-286

September 15

- “Narrative of Wang Yiwei: Editor in Chief” *Women in the Chinese Enlightenment*, pp. 221-242
- **DUE: Response Essay #1**

September 20

- Manmohini Zutshi Sahgal, *An Indian Freedom Fighter Recalls her Life*

September 22

- Mujeres Libres (Free Women), “Statement of Purpose” and “How to Organize” (1936), *Feminist Manifestos*, pp. 179-186
- Federation of South African Women, “Women’s Charter and Aims” (1954), *Feminist Manifestos*, pp. 204-208
- Zapatista Army of National Liberation, “The Zapatista Women’s Revolutionary Law,” *Women’s Revolutionary Law (Mexico, 1994): Feminist Manifestos*, pp. 342-344
- Women’s National Coalition of the African National Congress, “The Women’s Charter for Effective Equality” (1994): *Feminist Manifestos*, pp. 345-352

September 27

- Rokeya Sakhawat Hossain, *Sultana’s Dream: A Feminist Utopia* (1905)

September 29

- Isabel Herguera, dir. *Sultana* (2021)

### **Unit 3: Reproductive and Sexual Rights**

October 4

- Emma Goldman, “The Social Aspects of Birth Control” (1916)
- Margaret Sanger, “The Case for Birth Control” (1917)
- Shidzue Ishimoto, *Facing Two Ways: The Story of My Life* (1935), pp. 224-236

October 6

- Laura Kaplan, *The Story of Jane: The Legendary Underground Feminist Abortion Service* (2016) pp. xvii-xxviii, 3-14.

October 11

- Ana Maria Garcia, dir. *La Operación* (1982)

October 13: Fall Break

October 18

- Jael Silliman, Marlene Gerber Fried, Loretta Ross, Elena R. Gutierrez, *Undivided Rights: Women of Color Organize for Reproductive Justice*, pp. 7-30, 111-128, 162-180
- SisterSong, "Reproductive Justice," <https://www.sistersong.net/reproductive-justice>

October 20

- Open day: We will use this time to catch up on material and pursue student interests
- **DUE: Response Essay # 2**

October 25

- Ismat Chughtai, "The Quilt" (1941), *Women Writing in India* vol. 2, pp. 126-138
- Daughters of Bilitis, "Mission Statement" (1955), *Feminist Manifestos*, pp. 209-211.
- Radicalesbians, "The Woman-Identified Woman" (1970), *Feminist Manifestos*, pp. 221-226

October 27

- "Declaration of Lesbians from Mexico," (1975), *Provocations*, 319-320
- Lesbian Avengers, "Dyke Manifesto," (1994), *Feminist Manifestos*, pp. 339-342
- "African LGBTI Manifesto," (2010), *Feminist Manifestos*, pp. 533-534
- Interview with Laura Castro (2014), U-M Global Feminisms Project: <https://sites.lsa.umich.edu/globalfeminisms/interviews/interviews-by-theme/lgbtq-rights/>

Nov 1

- Julia Serano, "Trans Feminism: There's no Conundrum about it" (2012) *Ms. Magazine*, <https://msmagazine.com/2012/04/18/trans-feminism-theres-no-conundrum-about-it/>
- Aviva Dove Viebhan, "Future of Feminism: Trans Inclusion and the Way Forward" (2012), *Ms. Magazine*, <https://msmagazine.com/2012/03/20/future-of-feminism-transfeminism-and-its-conundrums/>
- Diverse Voices for Action for Equality, "Declaration: LBT Women in Fiji for Gender Equality, Human Rights, and Democracy" (2014), *Feminist Manifestos*, pp. 626-630

#### **Unit 4 Theorizing and Combatting Harassment and Violence**

Nov 3

- Freida Mock, dir., *Anita: Speaking Truth to Power* (2014)
- "African American Women in Defense of Ourselves" (1991), *Feminism in Our Time*, pp. 478-480

Nov 8

- INCITE! Women, Gender Non-Conforming, and Trans People of Color, “Gender Violence and the Prison Industrial Complex,” (2001), *Feminist Manifestos*, pp. 384-388
- Black Lives Matter, “State of the Black Union,” (2015), *Feminist Manifestos*, pp. 642-645

Nov 10

- *Beyond the Hashtag: #metoo 4<sup>th</sup> Anniversary*: <https://metoomvmt.org/>
- Angela Y. Davis, “Struggle, Solidarity, and Social Change” (2019) *Politics of the #MeToo Movement*, pp. 27-33
- Freyja Haraldsdottir, “Being a disabled feminist killjoy in a feminist movement” (2019) *Politics of the #MeToo Movement*, pp. 221-229
- **Due: Final Essay Proposal**

Nov 15

- Black Women’s Rape Action Project and Women against Rape, “Letter to Women legislators of the coalition of the willing” (2004), *Feminist Manifestos*, pp. 415-421
- International Women’s Network against Militarism” (1997), “Final Statement: Women and Children, Militarism, and Human Rights” *Feminist Manifestos* pp. 370-373
- Code Pink, “Join the Movement to Divest from War!”
  - We will read selections from Code Pink’s webpage on divestment from the military here: [https://www.codepink.org/divest\\_from\\_the\\_war\\_machine](https://www.codepink.org/divest_from_the_war_machine)
  - Because the site is regularly changed/updated, I will assign specific sections to read closer to the date.

Nov 17

- Individual meetings to discuss final project proposals

Nov 22

- Individual meetings to discuss final project proposals

Nov 24: Thanksgiving

### **Unit 5: Environment and Ecofeminism**

Nov 29

- Indigenous Women’s Biodiversity Network, “The Manukan Declaration” (2004), *Feminist Manifestos*, pp. 405-412
- Global Conference on Indigenous Women, Climate Change, and REDD Plus, “Mandaluyong Declaration” (2010) *Feminist Manifestos*, pp. 538-546

Dec 1

- International Women’s Earth and Climate Action Network, “Women’s Climate Declaration” (2013), *Feminist Manifestos*, pp. 590-594

- [Interview with Olanike Olugboji \(2019\): University of Michigan Global Feminists Project: https://sites.lsa.umich.edu/globalfeminisms/interviews/interviews-by-theme/environment/](https://sites.lsa.umich.edu/globalfeminisms/interviews/interviews-by-theme/environment/)

Dec 6

- **Due: Final Essay**

#### **Bibliographic information for books listed on the schedule**

- Badran, Margot and Miriam Cooke, eds., *Opening the Gates: A Century of Arab Feminist Writing* (Indiana University Press, 1990)
- Bordo, Susan, M. Cristina Alcalde, Ellen Rosenman, eds., *Provocations: A Transnational Reader in the History of Feminist Thought* (University of California Press, 2015)
- Chandra, Giti and Irma Erlingsdottir, eds., *The Routledge Handbook of the Politics of the #MeToo Movement* (Routledge, 2021)
- Guy-Sheftall, Beverly, ed., *Words of Fire: An Anthology of African-American Feminist Thought* (The New Press, 1995)
- Moynagh, Maureen and Nancy Forestell, eds., *Documenting First Wave Feminisms* (University of Toronto Press, 2012)
- Schneir, Miriam, ed., *Feminism in Our Time: The Essential Writings, World War II to Present* (Vintage Books, 1994)
- Tharu, Susie and K. Lalita, eds., *Women Writing in India*, vol. 1 & 2 (Oxford University Press, 1993)
- Weiss, Penny A. ed. *Feminist Manifestos: A Global Documentary Reader* (New York University Press, 2018).
- Zheng, Wang. *Women in the Chinese Enlightenment* (University of California Press, 1999).

## Other course policies

### **Academic integrity policy**

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

**If I suspect that a student has committed academic misconduct in this course, I am 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 me.

## **Student Services and Advising**

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

## **Copyright for instructional materials**

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**

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)

## **Commitment to a diverse and inclusive learning environment**

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.

## 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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/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.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). 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).

## Accessibility accommodations for students with disabilities

### 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 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; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Accessibility of course technology**

This course requires use of CarmenCanvas (Ohio State's learning management system). If you need additional services to use this technology, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))

# 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)