

## Term Information

Effective Term Autumn 2022  
[Previous Value](#) Summer 2012

## Course Change Information

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

Title change and REGD GE submission.

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

Altering the title to be more enticing as part of the new GE, while retaining transparency of course material.

In keeping with the mission of WGSS, the department aims to offer a number of highly qualified and well designed REG courses for the new GE foundation.

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

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

None

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

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts  
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2340  
Course Title Si Se Puede: Latinx Gender Studies  
[Previous Value](#) *Latina Experience in the U.S.*  
Transcript Abbreviation Latinx Gndr Study  
[Previous Value](#) *Latina Experience*  
Course Description Explores the various layers of complexity that have historically made up the Latinx experience in the United States at the intersections of class, race, ethnicity, gender and sexuality.  
[Previous Value](#) *Introduces the important and far reaching issues of Latinas today, recognizing the contributions of these women to U.S. history, the women's movement, and feminism.*  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 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

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster  
**Previous Value** [Columbus](#)

## Prerequisites and Exclusions

**Prerequisites/Corequisites**  
**Exclusions** 340  
**Electronically Enforced** No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 05.0207  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Sophomore

## Requirement/Elective Designation

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**

*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**

- Identify the specific experiences with racism, ethnocentrism, sexism, classicism and the intersections of these that Latinas face throughout their lives
- Understand how the structures of inequality based on race, ethnicity, gender and class that affect Latinxs also affect other populations in the United States.
- Appreciate how Latinx experiences of race, ethnicity, class, gender, sexuality and other markers of difference occur simultaneously and reinforce one another.
- Understand the importance of adopting a critical race, ethnicity and gender perspective to achieve a more just world.
- Understand how their experiences are shaped by their disadvantages and/or privileges within social structures of power.
- Critique media representation of Latinxs and see how those representations affect Latinxs's lived experiences.
- Analyze a variety of experiences associated with Latinx communities and see how racism and sexism shape those lives.
- All GE goals and ELOs for the Race, Ethnicity and Gender Diversity foundation.

**Previous Value**

**Content Topic List**

- The colonial legacy
- Centroamericanas
- Caribenas
- State/cultural nationalism
- White feminism
- Latinas and education
- Latinas and labor
- Latina leadership
- Latinas on film
- Latinas in news/mass media
- Testimonio as method
- Gendered violence
- Sexuality

**Sought Concurrence**

No

**Attachments**

- WGSST 2340 Latorre Syllabus (AU22) REGD GE.docx: 2340 REGD Syllabus  
*(Syllabus. Owner: Stotlar, Jackson Ryan)*
- WGSST 2340 REGD GE Submissions Form.pdf: 2340 REDG GE Form  
*(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jackson Ryan)*
- WGSST 2340 Latorre Syllabus (AU22) REGD GE.docx: 2340 REGD Contingency Addressed Syllabus  
*(Syllabus. Owner: Stotlar, Jackson Ryan)*

**Comments**

- Contingency addressed in revised syllabus description. Added language highlighted in yellow for convenience.

WGSS curriculum and curriculum mapping tags can be viewed here: <https://airtable.com/shrDYSv00kXlqCsfe> *(by Stotlar, Jackson Ryan on 04/11/2022 02:57 PM)*

- See feedback email sent to department 4-10-2022 RLS *(by Steele, Rachel Lea on 04/10/2022 11:32 AM)*
- Are you moving to Alaska :) *(by Vankeerbergen, Bernadette Chantal on 03/04/2022 01:44 PM)*

**COURSE CHANGE REQUEST**  
2340 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/11/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jackson Ryan	03/04/2022 01:08 PM	Submitted for Approval
Approved	Winnubst, Shannon	03/04/2022 01:27 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/04/2022 01:44 PM	College Approval
Submitted	Stotlar, Jackson Ryan	03/04/2022 01:46 PM	Submitted for Approval
Approved	Winnubst, Shannon	03/04/2022 02:03 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/24/2022 12:35 PM	College Approval
Revision Requested	Steele, Rachel Lea	04/10/2022 11:32 AM	ASCCAO Approval
Submitted	Stotlar, Jackson Ryan	04/11/2022 02:57 PM	Submitted for Approval
Approved	Winnubst, Shannon	04/11/2022 03:07 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/11/2022 03:53 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/11/2022 03:53 PM	ASCCAO Approval



# SYLLABUS

## WGSST 2340

### ¡Si Se Puede!: Latinx Gender Studies

Autumn 2022

3 credit hours

In Person

## COURSE OVERVIEW

### Instructor Information

Instructor: Guisela Latorre

Pronouns: she/her/hers

Email address: [latorre.13@osu.edu](mailto:latorre.13@osu.edu) (preferred contact method)

Phone number: (805) 252-1409

Office hours: Tuesdays 1-5pm

### Course description

Throughout this semester we will explore the various layers of complexity that have historically made up the Latinx experience in the United States. Traditionally defined as people of Latin American descent born and/or raised in the United States, Latinxs form part of the fastest growing ethnic group in this country yet in most aspects of public, social and cultural life they remain largely underrepresented, often rendered invisible through structural processes of erasure. Through a careful analysis of the specific histories and experiences of Latinxs and the colonial legacies of the Americas, we will gain a greater understanding of the reasons behind this persistent marginalization while at the same time acquire increased knowledge about their struggles over empowerment and self-determination. In other words, in spite of the multiple oppressions that Latinxs have suffered at the intersection of class, race, gender and sexuality, their personal and collective testimonios as well as their intellectual interventions provide effective strategies for women of color to survive and thrive in a neo-colonial and patriarchal world. Upon learning about this marginalization, students will also come to realize how their

own experiences are shaped by their disadvantages and/or privileges within the same structures of power that affect the Latinx community.

Of great importance to our class will be the issue of representation. How are Latinxs represented in the mass media and other outlets? How do preconceptions of race, class, gender and sexuality affect this representation? How does representation influence the lives of Latinxs in real and tangible ways? How is this representation different when it is Latinx cultural producers themselves—namely artists, writers, performers and others—who render their own images before a larger public? We will operate under the assumption that representation is not only about the production of images, but it is also about the production of social identities that can inform cultural attitudes and behaviors as well as public policy and regulations. Students will also reflect on how their experiences are affected by media images that depict their social group. How do these images compare to the Latinx representations shown in class?

Another salient component of the course will be the intellectual contribution made by Latina feminist scholars to the disciplines of feminism, ethnic studies, postcolonial theory and others. Theoretical concepts like testimonio, mestizaje, tropicalization, and latinidad, just to name a few, have been critically influenced by Latinx feminist thought. We will discover, however, that these ideas are deeply rooted in lived experience thus putting theory and practice into an intimate dialogue. Students will then be expected to apply these Latinx feminist frameworks to their own lives to facilitate self- reflection and critique about their social positions and identities.

## Course learning outcomes

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

- Identify the specific experiences with racism, ethnocentrism, sexism, classism and the intersections of these that Latinas face throughout their lives
- Understand how the structures of inequality based on race, ethnicity, gender and class that affect Latinxs also affect other populations in the United States.
- Appreciate how Latinx experiences of race, ethnicity, class, gender, sexuality and other markers of difference occur simultaneously and reinforce one another.
- Understand the importance of adopting a critical race, ethnicity and gender perspective to achieve a more just world.
- Understand how their experiences are shaped by their disadvantages and/or privileges within social structures of power.
- Critique media representation of Latinxs and see how those representations affect Latinxs's lived experiences.
- Analyze a variety of experiences associated with Latinx communities and see how racism and sexism shape those lives.

## General education goals and expected learning outcomes

As part of the Foundations: Race, Ethnicity, and Gender Diversity category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

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

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

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

### Expected Learning Outcomes:

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

WGSS 2340 fulfills Goals 1 and 2 of the Race, Ethnicity, and Gender Diversity GE category by exposing students to various Latinx histories and cultures in the US, paying close attention to how perceptions of race and gender affect Latinx lived experiences. We will discuss how those perceptions contribute to the persistent marginalization and discrimination that many Latinx folks endure.

## HOW THIS IN PERSON COURSE WORKS

**Mode of delivery:** This course is 100% in person. All assignments will be submitted online via Carmen.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### Required

The Latina Feminist Group. *Telling to Live: Latina Feminist Testimonios*. Durham and London: Duke University Press, 2001.

Carmen readings

### Course technology

#### Technology support

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

#### Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) 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 ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- 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 ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) 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.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
In-Class Discussion and Participation	20
Reflection Paper #1	10
Reflection Paper #2	10
Midterm Exam	20
<i>Testimonio</i> Research Paper	20
Final Exam	20
Total	<b>100</b>

*See course schedule below for due dates.*

### Descriptions of major course assignments

#### In-Class Discussion and Participation

**Description:** Our Friday meetings will be mostly dedicated to in-class dialogue. It is thus crucial you complete the readings before you come to class on Fridays. You will not earn a good participation grade without actively partaking in discussion and without demonstrating that you have completed the assigned texts.

#### Reflection Paper #1

**Description:** For this paper you will apply Latina feminist theories about race and gender to a real-life event or situation of inequality or injustice not discussed in class. You may select a

situation/event from your own life or one that you learned about through secondary sources (news, social media, history texts, etc.) Whose voices and lives get included when we pay attention to race and gender? Why are these voices important? Length: 1500-1800 words. **Due September 23**

## Reflection Paper #2

**Description:** For this paper you will find a current news report that involves US Latinx individuals or groups. What real-life events or experiences are being reported? How are those events shaped by race and gender? Is there any racial or gender bias in the reporting? How do these experiences relate the larger histories of gender and race we've been covering in class? Please apply the frameworks of race and gender you learned in class to lived experiences covered in the news reporting. Length: 1500-1800 words. **Due November 4**

## Midterm Exam

**Description:** For the midterm exam, you will be given two essay questions that pertain to the material covered from weeks 1-7. You will select one question and write an extensive essay that brings in material from lecture, readings and discussions. Length: 900-1,100 words. **You will have 24 hours to complete this exam, from October 13 @ 5pm to October 14 @ 5pm.**

## *Testimonio* Research Paper

**Description:** For this assignment, you will write a 12 to 15-page paper based on an original testimonio coordinated by you. You will need to interview a woman (or gendered "other") whose experiences reflect or connect to the class material. If you feel your own personal experiences are relevant to the issues raised in class, you may use your own personal testimonio. While this class focuses on the specificity of the U.S. Latinx experience, many of the themes and topics discussed in the class are not necessarily unique to this social group. Length: 3,000-3,500 words. **Due December 2**

## Final Exam

**Description:** This exam will have the exact same format as the midterm, but will cover weeks 9-14. Length: 900-1100 words. **You will have 24 hours to complete this exam, from December 12 @ 5pm to December 13 @ 5pm.**

## Late assignments

Late papers will be subtracted 1% per day late. Late exams will be subtracted 1% per hour late. Exceptions will apply in cases of emergencies, extenuating circumstances and disability accommodations. Please refer to Carmen for due dates.

## Grading scale

100-93%: A  
92.9-90%: A-  
89.9-87%: B+  
86.9-83%: B  
82.9-80%: B-  
79.9-77%: C+  
76.9-73%: C  
72.9-70%: C-  
69.9-67%: D+  
66.9-60%: D  
59.9-0%: E

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **14 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

As many courses on feminism, gender and ethnic studies do, this class deals with numerous controversial and sensitive issues that often elicit heated discussion. Moreover, this class is taught from a pro-feminist perspective. I expect that a number of you will disagree with the ideas presented to you in lecture, recitation and the course readings. Students will be provided opportunities to express disagreement and differing points views. Nevertheless, all in-class dialogue needs to happen within an atmosphere of civil intellectual exchange and mutual respect. Moreover, I ask that you refrain from using offensive or insensitive language with your professor and fellow students. Personal attacks, heckling, loud speaking and stonewalling will not be permitted.

## 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.

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

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

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

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

FOR UNDERGRAD COURSES: 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).

## Mandatory reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

## 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>

## Trigger Warnings

Some of the materials we will discuss in seminar may be disturbing or difficult to take in. Latinx writers and cultural producers sometimes address topics such as trauma, gender violence and extreme oppression in their work. I will provide the proper warning to the classroom before we discuss potentially upsetting content. I will also be very careful in selecting class content, avoiding any gratuitous images or texts. Having said this, do expect some discomfort in seminar from time to time, as a central goal of the WGSS classroom is to expose students to some very harsh social realities. Know too that it is not always possible to determine what is triggering for different folks. I encourage you to keep the lines of communication open if you have any questions or concerns about triggering content in our classroom.

## 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 online course requires use of CarmenCanvas (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.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Wednesday, 8/24	Course Introduction
	Friday, 8/26	Latina Feminist Theories
2	Wednesday, 8/31	Latina Feminist Theories
	Friday, 9/2	Class Discussion <u>Readings:</u> 1- Gloria Anzaldúa, "La conciencia de la mestiza," <i>Borderlands/La Frontera</i> , 99-120. CARMEN. 2- The Latina Feminist Group, "Introduction: Papelitos Guardados," <i>Telling to Live</i> , 1-24 3- Inés Hernández Ávila, "Telling to Live," <i>Telling to Live</i> , 298-301.
4	Wednesday, 9/14	The Chicana and Mexican American Experience
	Friday, 9/16	Class Discussion <u>Readings:</u>

		<p>1- Patricia Zavella, "Silence Begins at Home," <i>Telling to Live</i>, 43-54.</p> <p>2- Norma E. Cantú, "Getting There Cuando No Hay Camino," <i>Telling to Live</i>, 60-68.</p>
5	Wednesday, 9/21	The Caribbean Experience
	Friday, 9/23	<p>Class Discussion</p> <p><u>Readings:</u></p> <p>1- Luz de Alba Acevedo, "Daughter of Bootstrap," <i>Telling to Live</i>, 139-147.</p> <p>2- Maritza Quiñones Rivera, "From Trigueñita to Afro-Puerto Rican," <i>Meridians: Feminism, Race, Transnationalism</i>, 162-182. CARMEN.</p> <p style="text-align: center;"><b>Reflection Paper Due 9/23</b></p>
6	Wednesday, 9/28	The Central American Experience
	Friday, 9/30	<p>Class Discussion</p> <p><u>Readings:</u></p> <p>1- Cecilia Menjívar, "Educational Hopes, Documented Dreams," <i>Annals of the American Academy of Political and Social Science</i>, 177-193. CARMEN.</p> <p>2- Cecilia Menjívar, "Immigrant Kinship Networks and the Impact of the Receiving Context," <i>Social Problems</i>, 104-123. CARMEN.</p>
7	Wednesday, 10/5	Latina Challenge to Male Nationalism
	Friday, 10/7	<p>Class Discussion</p> <p><u>Readings:</u></p> <p>1- Maylei Blackwell, <i>¡Chicana Power!</i> (excerpt), CARMEN.</p> <p>2- Jennifer A. Nelson, "'Abortions Under Community Control,'" <i>Journal of Women's History</i>, 157-180. CARMEN.</p>
8	Wednesday, 10/12	Study for Midterm Exam
	Friday, 10/14	Take Midterm Exam (available from 10/13 @5m to 10/14 @ 5pm)
9	Wednesday, 10/19	The Latina Challenge to "White" Feminism
	Friday, 10/21	Class Discussion



		<p><u>Readings:</u></p> <p>1- Chela Sandoval, "Feminism and Racism," <i>The Chicana/o Cultural Studies Reader</i>, 458-471. CARMEN.</p> <p>2- Luz de Alba Acevedo, "Speaking Among Friends: Whose Empowerment? Whose Resistance?" <i>Telling to Live</i>, 250-262.</p>
10	Wednesday, 10/26	Latinx Immigration
	Friday, 10/28	<p>Class Discussion</p> <p><u>Readings:</u></p> <p>1- Cecilia Menjivar and Leisy J. Abrego, "Legal Violence" <i>American Journal of Sociology</i>, 1380-1421. CARMEN.</p> <p>2- Maura I. Toro-Morn and Marixsa Alicea, "Gendered Geographies of Home," <i>Gender and U.S. Immigration</i>, 194-214. CARMEN.</p>
11	Wednesday, 11/2	Culture and Representation: Media Images
	Friday, 11/4	<p>Class Discussion</p> <p><u>Readings:</u></p> <p>1- Charla Ogaz, "On the Semiotics of Lorena Bobbitt," in <i>From Bananas to Buttocks</i>, 201-219. CARMEN..</p> <p>2- Isabel Molina-Guzman, "'Ugly' America Dreams the American Dream," <i>Dangerous Curves</i>, 119-150. CARMEN.</p> <p style="text-align: center;"><b>Reflection Paper #2 Due 11/4</b></p>
12	Wednesday, 11/9	Culture and Representation: Popular Music
	Friday, 11/11	No Class, Veterans Day
13	Wednesday, 11/16	Culture and Representation: Popular Music (continued)
	Friday, 11/18	<p>Class Discussion</p> <p><u>Readings:</u></p> <p>1- Deborah Vargas, "Rita's Pants," <i>Women &amp; Performance</i>, 3-14. CARMEN.</p> <p>2- Sherri Williams, "Cardi B," <i>Feminist Media Studies</i>, 1114-1117. CARMEN.</p>
Thanksgiving Break (Nov. 23-25) – No Classes		
	Wednesday, 11/30	Culture and Representation: Chicana Art

14	Friday, 12/2	<p>Class Discussion</p> <p><u>Readings</u></p> <p>1- Chela Sandoval and Guisela Latorre, "Chicana/o Activism" Learning Race and Ethnicity: Youth and Digital Media, 81-108. CARMEN.</p> <p>2- Clara Roman-Odio, "Queering the Sacred: Love as Oppositional Consciousness in Alma López's Art," <i>Our Lady of Controversy</i>, 121-147. CARMEN.</p> <p style="text-align: center;"><b><i>Testimonio</i> Research Paper due 12/2</b></p>
15	Wednesday, 12/7	Final Exam Review and Wrap Up
Final Exam, December 12-13		

# 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.

This class introduces students to the histories and experiences of Latinas in the United States. This population includes Black, Brown, and white women from Mexican-American, Puerto Rican, Cuban, Dominican and many other Latinx backgrounds. The histories and experiences discussed in this class sit squarely in the intersection of race, ethnicity, gender, class, immigration status and other markers of difference. In the process, students are taught important critical theories to understand the Latina experience. For example, they learn that race, ethnicity, and gender are social constructs that create powerful structures of inequality that make it difficult for Latinas overcome cycles of poverty and even violence. Students also learn that Latina women and LGBTQ individuals have to contend with sexism and queer phobia in and outside the Latinx community. This experience can be exacerbated if these gendered and ethnic-racialized populations have to face anti-immigrant policies and attitudes too.

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)

By the end of this course, students should successfully be able to:  
Identify the specific experiences with racism, ethnocentrism, sexism, classism and the intersections of these that Latinas face throughout their lives

The syllabus identifies several areas where Latinas face structural inequalities based on race, ethnicity, gender and class such as education, labor, immigration and others. The class also pays attention to specific histories of Latina groups such as Chicanas (Mexican-Americans), Carribeans (Puerto Ricans, Dominicans, Cubans), and Central Americans (Salvadorans, Guatemalans, Nicaraguans). This class focuses on how each group faces issues of race, ethnicity, gender and class differently. For example, many Afro Dominicans may have to deal with both anti-immigrant and anti-Black discrimination while Maya-Quiché Guatemalans face similar anti-immigrant attitudes but are also haunted by genocidal campaigns against indigenous people they faced in Guatemala.

**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)

By the end of this course, students should successfully be able to:  
? Understand how the structures of inequality based on race, ethnicity, gender and class that affect Latinxs also affect other populations in the United States.

For the testimonio paper, students are asked to apply Latina feminist understandings of inequality to their own experiences and to those of someone they know, whether or not this person is a Latina. The goal is for them to see that systems of power affect broad populations. For this paper they are asked to reflect on lived experiences and see that those experiences cannot be divorced from broader societal issues.

**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)

By the end of this course, students should successfully be able to:  
? Appreciate how Latinx experiences of race, ethnicity, class, gender, sexuality and other markers of difference occur simultaneously and reinforce one another.

On weeks 7 and 9 students are introduced to the different ways Latina feminists challenge Latino male activists who insist only on addressing issues of race, ethnicity, and class and white feminists who think gender is the most important cause of inequality. During these two weeks they read the work of Mailey Blackwell who contends that Chicanas were often silenced and marginalized by men during the Chicano Movement. They also read Luz de Alba Acevedo ' s powerful personal account of her experiecing racism in a women ' s studies ' academic program. During discussion, I ask students why do they think these experiences occurred to these women within social justice spaces? These conversations lead us to intersectional understandings of oppression and marginalization as we come to

**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)

By the end of this course, students should successfully be able to:  
? Understand the importance of adopting a critical race, ethnicity, and gender perspective to achieve a more just world.

For the Reflection Essay #1 students will be asked to apply Latina feminist theories about race and gender to a real-life event or situation of inequality or injustice not discussed in class. They may select a situation/event from their own life or one they learned about through secondary sources (news, social media, history texts, etc.) Whose voices and lives get included when we pay attention to race and gender? Why are these voices important? The goal is for students to see how Latina feminist theories of race, ethnicity, and gender promote accountability and ethical social relations.

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)

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

- ? Understand how their experiences are shaped by their disadvantages and/or privileges within social structures of power.

Our class conversations on Week 10 focus on immigration. Students learn how race, ethnicity, and gender inform immigration policy and affect the lives of Latinx immigrants in the US. We also discuss the experiences of undocumented immigrants and the severe limitations they face on a daily basis. I ask non-immigrant and documented students to reflect on privileges they may take for granted such as having access to a driver's license, security number, financial aid and proper employment opportunities without fearing deportation. What other opportunities do they have that undocumented folks don't?

**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)

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

- Critique media representation of Latinxs and see how those representations affect Latinxs's lived experiences.

Weeks 11 through 13 will be heavily devoted to Latinx representation in US media. We discuss how negative and abusive stereotypes are promoted through these platforms (the hot Latina, the maid, the violent macho/gangster, the lazy Mexican, the spitfire, etc.) These images affect general beliefs and attitudes toward the Latinx population and shape the behavior of others toward this community.

**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.

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

- \* Analyze a variety of experiences associated with Latinx communities and see how racism and sexism shape those lives.

For Reflection Paper #2 students are asked look for current news reports that involve US Latinx individuals or groups. What real-life events or experiences are being reported? How are those events shaped by race and gender? Is there any racial or gender bias in the reporting? How do these experiences relate the larger histories of gender and race we've been covering in class? This paper requires students apply the frameworks of race and gender they learned in class to lived experiences. It also prompts them to think critically about how the news media represents the Latinx community and what aspects of their lives are considered news worthy.

### **GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

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

#### **A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

**B. Specific Goals of Social and Behavioral Sciences**

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



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)

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Historical or Cultural Studies (3 credits)**

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

**B. Specific Goals of Historical *or* Cultural Studies**

**Historical Studies (A) Goal:** Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

**Expected Learning Outcome 1.1A:** Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2A:** Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**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)

**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.

**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)

**Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)**

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

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

**B. Specific Goals**

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

**Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**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)

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

**Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Natural Science (4 credits)**

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

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

## B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.** Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.** Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*



GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

**Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: WGSST 2306

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

**B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis**

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

**Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

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)