

Term Information

Effective Term Autumn 2022
Previous Value Summer 2021

Course Change Information

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

Citizenship for a Just and Diverse World GE theme approval

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

In keeping with the mission of WGSS, the department aims to offer a number of highly qualified and well designed GE courses to benefit all students seeking feminist studies perspectives within the GE curriculum.

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

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

None

Is approval of the request contingent upon the approval of other course or curricular program request? 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 3200
Course Title Breaking the Law: An Introduction to Gender Justice
Transcript Abbreviation Gender Justice
Course Description Sexual harassment. Revenge porn. Getting married. Becoming a parent. Who we are and how society responds to us in legal contexts can have profound impacts on our lives. This course introduces you to the ways in the law grapples with gender, sexuality and race and the ways that human diversity informs claims to justice.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% 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

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

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

Previous Value

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Course Details

Course goals or learning objectives/outcomes

- Analyze texts using a feminist lens and compare distinct interpretive frameworks.
- Articulate clear and cohesive thoughts through writing and practice appropriate writing styles for different audiences (e.g., op-ed and dissent).
- Evaluate the relationships between feminist theory and praxis.
- Analyze different disciplinary assumptions and impacts.
- Realize their power to participate in feminist social change through a variety of mediums.
- All goals and ELOs from the Citizenship for a Just and Diverse World GE theme.
- *Analyze texts using a feminist lens and compare distinct interpretive frameworks.*
- *Articulate clear and cohesive thoughts through writing and practice appropriate writing styles for different audiences (e.g., op-ed and dissent).*
- *Evaluate the relationships between feminist theory and praxis.*
- *Analyze different disciplinary assumptions and impacts.*
- *Realize their power to participate in feminist social change through a variety of mediums.*

Previous Value

COURSE CHANGE REQUEST
3200 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/06/2022

Content Topic List

- Justice
- Sexual Harassment
- Rape - Consent
- Revenge Porn
- Sexting and Porn
- Sex Work
- Abortion
- Reproductive Justice
- Same Sex Marriage
- Lesbian Parenthood
- Surrogacy
- Transgender Rights
- Sports: Difference and Segregation
- Employment and Affirmative Action
- Care and Racial Structure of Women's Work
- Maternal Walls & Gender Bias
- #SayHerName
- What (not) to Wear?: Appearance Regulation, Burka and Burkini Bans

Sought Concurrence

No

Attachments

- WGSST 3200 Theme GE Submission Form.pdf: GE theme submission form
(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jackson Ryan)
- WGSST 3200 Tjon Soei Len Syllabus (AU21, DL) Theme GE.pdf: WGSST 3200 GE Theme Syllabus
(Syllabus. Owner: Stotlar, Jackson Ryan)

Comments

- WGSS curriculum and curriculum mapping tags can be viewed here: <https://airtable.com/shrDYSv00kXlqCsfe> *(by Stotlar, Jackson Ryan on 03/04/2022 04:52 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jackson Ryan	03/04/2022 04:52 PM	Submitted for Approval
Approved	Winnubst, Shannon	03/04/2022 05:25 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/06/2022 10:53 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/06/2022 10:53 AM	ASCCAO Approval



SYLLABUS: WGSST/3200

“Breaking the Law”: An introduction to Gender Justice Autumn 2021

3 credit hours
Online

COURSE OVERVIEW

Class information

Format of instruction: Lecture
Synchronous Meeting Days/Times: Tuesday/Thursday, 2:20 PM – 3:20 PM

Instructor

Instructor: Dr. Lyn Tjon Soei Len

First name: Lyn

Last Name: Tjon Soei Len

Pronouns: She/Her/Hers

Email address: tjonsoeilen.1@osu.edu (preferred contact method)

Phone number: (614) 688-3078

Office hours: Office hours are virtual or in person. Appointments can be made through calendly.com/ltjonsoeilen and can be scheduled for a Carmen Zoom meeting or an office visit (Dulles 308C).

Course description

Sexual harassment. Revenge porn. Getting married. Becoming a parent. Legal definitions and decisions can have profound impacts on all aspects of our lives.

This course introduces participants to the ways in which the law grapples with gender, sexuality and race, and asks how features of human diversity inform claims to justice. In particular, the course investigates how issues of gender (in)justice are articulated through legal arguments based in ideas of consent, privacy, and equality – and how these have been employed as tools

to affect social change through law. Throughout the course, we will attend to how various feminist arguments have struggled for recognition and have attempted (with varying degrees of success) to gain influence in the legal realm. The course goals include 1) analyzing dominant assumptions about, and expressed in, the law's relationship to sex, gender, sexuality and race; 2) evaluating the ways in which feminist frameworks have affected social change through legal means; and 3) recognizing our potential to participate in social change enacted through legal structures/systems.

Course learning outcomes

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

- Analyze texts using a feminist lens and compare distinct interpretive frameworks
- Articulate clear and cohesive thoughts through writing and practice appropriate writing styles for different audiences (e.g., op-ed and dissent).
- Evaluate the relationships between feminist theory and praxis.
- Analyze different disciplinary assumptions and impacts.
- Realize their power to participate in feminist social change through a variety of mediums.

Course Materials

Required

- Katharine T. Bartlett, Deborah L. Rhode, Joanna L. Grossman, and Deborah L. Brake, *Gender Law & Policy* (Wolters Kluwer, 2021 3rd Edition).
ISBN: 978-1-4548-4128-9
- OR:** *Katharine T. Bartlett, Deborah L. Rhode, Joanna L. Grossman, and Samantha L. Buchalter, Gender Law & Policy* (Wolters Kluwer, 2014 2nd Edition).
ISBN: 978-1-4548-4128-9

This book will be available in the OSU Bookstore. I recommend purchasing (access to) the newest edition (3rd), but if you have access to an older edition (2nd) the syllabus will clarify where materials have been updated and how these editions differ in important ways.

Access to the digital version of the 3rd edition can also be purchased. For instance, here: <https://www.vitalsource.com/products/gender-law-and-policy-katharine-t-bartlett-deborah-v9781543823400?term=9781543823400>

It is important to note that our course schedule is ***not identical*** to the structure of this book. We will skip sections regularly and read alternative readings (e.g. scholarly articles, op-eds,

blog posts) that are central to our course work. Please pay attention to the specific sections and accompanying page numbers that are assigned for this course.

Recommended/optional

- Additional required readings will be made available electronically on Carmen.

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, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (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).
- 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) 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 instructor response

Grades

ASSIGNMENT CATEGORY	POINTS
<p>Discussion Discussion board assignments will be included in weekly modules. Students are responsible for posting at least 2 times to receive full credit for discussion post assignments:</p> <ol style="list-style-type: none"> 1. Post a new thread by <u>Wednesday midnight</u> that responds to the discussion prompt provided that week. 2. Respond to another student's post by <u>Friday midnight</u>. A response does more than affirm the original poster. You can always respond to others' posts with "I like what you said!", "I agree!" or "You make a good point!", but a response post should aim to move the conversation forward by asking questions, sharing concerns, making suggestions or offering alternative perspectives. <p>Academic integrity and collaboration:</p> <ul style="list-style-type: none"> • Getting help on this assignment is not permitted. • Collaborating, or completing the assignment with others is not permitted. • Copying or reusing previous work is not permitted. • Open-book research for the assignment is permitted and encouraged. 	20
<p>Debate Assignment Over the course of the semester students will participate in an asynchronous online debate. The debate will take place on a discussion forum. Students will be assigned to teams who will defend or refute an assigned debate statement.</p> <p>Students are responsible for posting 4 comments to receive full credit for the debate assignment:</p> <ol style="list-style-type: none"> 1. Post opening arguments by Wednesday midnight. 2. Post rebuttal by Thursday midnight. 3. Post concluding remarks by Friday midnight. 4. Post a reasoned vote by following week. 	30

<p>A guidance document and grading rubric will be available on CarmenCanvas.</p> <p>Academic integrity and collaboration:</p> <ul style="list-style-type: none"> ▪ Getting help on this assignment is permitted. ▪ Collaborating, or completing the assignment with others is permitted. ▪ Copying or reusing previous work is not permitted. ▪ Open-book research for the assignment is permitted and encouraged. 	
<p>Midterm Exam</p> <p>There will be a midterm examination posted on Carmen (under Quizzes). After opening the exam students will have 90 minutes to complete all questions.</p> <p>The exam will ask students to demonstrate their understanding of and ability to apply the key concepts and central arguments of one or more of the competing views from our course materials. The exam will include multiple choice questions and an essay question.</p> <p>Academic integrity and collaboration:</p> <ul style="list-style-type: none"> ▪ Getting help on this assignment is not permitted. ▪ Collaborating, or completing the assignment with others is not permitted. ▪ Copying or reusing previous work is not permitted. ▪ Open-book research for the assignment is not permitted and encouraged. 	20
<p>Dissent pieces: Writing for Tomorrow</p> <p>Over the course of the semester students will write a dissent piece, which reflects disagreement with a dominant narrative, common position, or majority view within the legal and social contexts that we have engaged in our course materials and class discussions.</p> <p>The dissent will be approximately 2000 words. The dissent piece should:</p> <ul style="list-style-type: none"> • state and describe the majority view; • offer a feminist argument against the majority view; • offer a strong, compelling objection against the selected feminist argument; and • offer a response to this objection. <p>A guidance document and a grading rubric will be available on CarmenCanvas.</p> <ul style="list-style-type: none"> ▪ Getting help on this assignment is permitted. 	30

<ul style="list-style-type: none"> ▪ Collaborating, or completing the assignment with others is not permitted. ▪ Copying or reusing previous work is not permitted. ▪ Open-book research for the assignment is permitted and encouraged. 	
Total	100

See course schedule below for due dates.

Late assignments

Unless you have communicated with me well in advance of the due date and I have approved an alternative timeline, late work will not be accepted. Please reach out to me to discuss and agree upon alternative timelines.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: 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 formal writing assignments and exams you can generally expect feedback within 7 days.

E-mail: The best way to reach me is through email. I will reply to e-mails within 24 hours on school days. If you send an email on Friday after 2pm, a response will reach you by Monday.

Discussion board: I will check the discussion boards on a regular basis on school days.

Attendance, participation, and discussions

How this Online course works

Mode of delivery: This course is 100% online. There are **no required** sessions when you must be logged in to Carmen at a scheduled time. There will be several **optional Zoom meetings** for students who benefit from and want to connect to peers and the instructor in real-time.

Pace of online activities: This course is divided into **weekly modules** that are released on the last day of the week prior. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Student attendance and participation requirements:

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: at least once per week**
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: optional**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: two or more times per week**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. Please prepare to post in discussions multiple times per week and to check back and follow up on responses to your posts.

Instructor interaction and peer to peer connection:

The instructor will provide regular asynchronous feedback through CarmenCanvas. Students will also have the opportunity to participate in live sessions, including office hours and scheduled Zoom meetings, if desired. Student also have the opportunity to reach out to the instructor through office hours or email. The following is a summary of course communication methods:

- **Course Q&A Discussion page:** Students can post any questions about the course content, activities, or assignments on the Q&A discussion page. Your instructor will check the board multiple times per week, and your classmates may get you an answer even faster.
- **CarmenCanvas Announcements:** The instructor will send all course wide communications via the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.
- **CarmenCanvas discussion forums:** Your instructor will check the discussion board multiple times per week to provide feedback. The discussion board will also be the primary means through which to discuss course material and engage with your classmates.
- **Zoom meetings:** There are Zoom meetings scheduled over the course of the semester where students can connect with each other and the instructor, ask questions, and discuss course materials.
- **Email:** Students can send questions about feedback via email.
- **Office hours:** Appointments can be made through calendly.com/ltjonsoeilen and can be scheduled for a Carmen Conference meeting.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

COURSE SCHEDULE

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

Please note that the readings from the textbook are based on the newest edition (3rd). If you are using an older version (2nd edition) there are some notes on important aspects that are not up to date.

Week	Dates	Topics and Readings	Graded Assignments	Zoom Meeting (not graded)
1.	Aug 24-27	<p>Course Introduction and (Not) Thinking Like a Lawyer</p> <p>Patricia Williams, Chapter 1: The Brass Ring and the Deep Blue Sea, pp. 3-14 (in <i>The Alchemy of Race and Rights</i>, 1991)</p>		Zoom Meeting
2.	Aug 30-Sep 3	<p>Intersectionality in and outside law Feminist lens: Intersectional Feminism</p> <p>Crenshaw (1989) "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics", pp. 139-150</p> <p>https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination</p> <p>https://www.thecut.com/2018/03/a-brief-convoluted-history-of-the-word-intersectionality.html</p> <p>Optional reading: AAPF, Say Her Name (pp.1-32)</p>	Discussion post	Zoom meeting
3.	Sep 6-10	<p>Employment and Affirmative Action Feminist lens: Liberal Feminisms (I) Formal and Substantive Equality</p>	Discussion post	

		<p>Bartlett, <i>GLP</i>, Chapter 1, pp.35-37 and 91-149 and 202-215</p> <p><i>2nd Edition: pp. 1-3 and 50-88 and 132-135 (note that the 2nd edition does not include a discussion on Masterpiece Cakeshop (2018))</i></p> <p>Bartlett, <i>GLP</i>, Chapter 2, pp. 233-248</p> <p><i>2nd Edition: pp. 151-167</i></p>		
4.	Sep 13-17	<p>Rape Feminist lens: Liberal Feminism (II) Autonomy/Choice/Consent</p> <p>Bartlett, <i>GLP</i>, Chapter 5, pp. 617-660</p> <p><i>2nd Edition: pp. 521-554 (note that the 2nd edition does not include a discussion on Campus Rape)</i></p> <p>Halley (2016) “The Move to Affirmative Consent”, pp.1-19</p>	Discussion post	Zoom Meeting
5.	Sep 20-24	<p>Sex work Feminist lens: Liberal Feminism (II) Autonomy/Choice/Consent</p> <p>Bartlett, <i>GLP</i>, Chapter 5, pp.664-678</p> <p><i>2nd Edition: pp.564-577</i></p> <p>George, “Sex Trafficking and Sex Work: Definitions, Debates and Dynamics”, pp.64-68</p> <p>Mullin, “The Difference Between Decriminalization and Legalization of Sex Work”, pp.2-4</p> <p>Nussbaum, “Whether from Love or Prejudice: Taking Money for Bodily Services”, pp. 700-723 (sections III, IV and V)</p>	Discussion post	

6.	Sep 27- Oct 1	<p>Sexual Harassment and #MeToo Feminist lens: Power/Nonsubordination Feminism</p> <p>Bartlett, <i>GLP</i>, Chapter 3, pp.413-454</p> <p><i>2nd Edition: pp.291-321 (note that the 2nd edition does not include a discussion of the #MeToo movement)</i></p> <p>TedTalk Burke “Me Too is a movement not a moment”</p>	Debate Post	Zoom Meeting
7.	Oct 4-8	<p>Review Review materials weeks 1-6 for exam. No new readings.</p>		
8.	Oct 11-15	<p>Midterm Exam/Break</p>	Midterm Exam	
9.	Oct 18-22	<p>Abortion & Dissent Workshop Feminist lens: Compare and contrast liberal vs power/nonsubordination feminisms</p> <p>Bartlett, <i>GLP</i>, Chapter 5, 706-738</p> <p><i>2nd Edition: pp.595-625 (note that the 2nd edition does not include a discussion of <i>WWH v Hellerstedt</i> (2018))</i></p> <p>MacKinnon, <i>Privacy v. Equality: Beyond Roe v. Wade</i></p>	Discussion post	Zoom Meeting
10.	Oct 25-29	<p>Reproductive Justice & Family Comparison Feminist lenses</p> <p>Roberts, ‘Reproductive Justice, Not Just Rights’,</p> <p>https://www.dissentmagazine.org/article/reproductive-justice-not-just-rights</p> <p>Bartlett, <i>GLP</i>, Chapter 2, pp. 339-357 and p. 393-394 no.4</p> <p><i>2nd Edition: Chapter 3, pp.385-413 (note that the 2nd edition does not include a</i></p>	Discussion post	

		<p><i>discussion of marriage equality as established by Obergefell v. Hodges (2015)</i></p> <p>Bartlett, <i>GLP</i>, Chapter 5, 739-752</p> <p><i>2nd Edition: pp.626-642</i></p>		
11.	Nov 1-5	<p>Gender Identity</p> <p>Bartlett, Chapter 1, pp. 11-20 and revisit 137-141 no.9</p> <p><i>2nd Edition: Chapter 6, pp. 700-717 (note that the 2nd edition does not include a discussion of Bostock v. Clayton County (2020) regarding transgender discrimination)</i></p>	Discussion post	Zoom Meeting
12.	Nov 8-12	<p>Review/Break</p> <p>Review materials weeks 9-11. No new readings. Post and discuss Dissent ideas.</p>		
13.	Nov 15-19	<p>Care labor - Covid 19</p> <p>Feminist lens: Cultural/Difference Feminism</p> <p>Bartlett, <i>GLP</i>, Chapter 4, pp. 545-576</p> <p><i>2nd Edition: pp. 449-475</i></p> <p>Review Cultural/Difference Feminism</p>	Discussion post	Zoom Meeting
14.	Nov 22-26	<p>Dissent Pieces: Writing for Tomorrow</p>		
15.	Nov 29-Dec 3	<p>Dissent Pieces: Writing for Tomorrow</p>	Submit Final Paper by Dec 3 midnight	

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 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

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

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

Accommodations for accessibility

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely

fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen accessibility](#)
- Streaming audio and video
- Synchronous course tools

Student Support Policies and Resources

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

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

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, Mollie Peirano, at titleix@osu.edu.

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 through the [Ohio State Anonymous Reporting Line](#).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. 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/>.

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.

GE THEME COURSES

Overview

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

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

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

Course subject & number

General Expectations of All Themes

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

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

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

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

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

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. 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 examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of 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)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)