# Term Information

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| **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?)**

We would like to propose this course to become a GE Foundation in Race, Ethnic and Gender Diversit

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

GE structure update

**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)?**

**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

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|---|---|
| **Course Bulletin Listing/Subject Area** | City and Regional Planning |
| **Fiscal Unit/Academic Org** | Knowlton Sch of Architecture - D1410 |
| **College/Academic Group** | Engineering |
| **Level/Career** | Undergraduate |
| **Course Number/Catalog** | 3510 |
| **Course Title** | Murder by Design |
| **Transcript Abbreviation** | Murder by Design |
| **Course Description** | The way cities are designed influences criminal activity. Crime mapping, siting of businesses, and neighborhood design are explored to create safescapes. |
| **Semester Credit Hours/Units** | Fixed: 3 |

# Offering Information

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| **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 |
| **Campus of Offering** | Columbus, Lima, Mansfield, Marion, Newark, Wooster |
| *Previous Value* | *Columbus* |

# Prerequisites and Exclusions

**Prerequisites/Corequisites**          Prereq: Jr standing.
**Exclusions**
**Electronically Enforced**          No

# Cross-Listings

**Cross-Listings**

# Subject/CIP Code

**Subject/CIP Code**          04.0301
**Subsidy Level**          Baccalaureate Course
**Intended Rank**          Junior, Senior

# 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 critical design factors that minimize crime
- Use GIS, site planning and other design tools to understand and minimize crime
- Create a site plan that integrates safescape principles

**Content Topic List**
- Introduction to city design and safescapes
- Understanding the intersection of density and crime incidence
- Understanding the intersection of code enforcement, property maintenance, and crime incidence
- Neighborhoods of violence
- Transportation systems influence on crime
- Zoning of locally undesirable land uses such as sexually oriented businesses, weapons stores, and liquor stores and the resulting secondary impacts
- The transportation/land use connection of crime
- Using site design, crime statistics, and mapping to generate neighborhood analysis
- Planning for siting of jails and prisons
- Creating community involvement around neighborhood design and crime prevention
- Designing Safescapes and Crime Prevention through Environment Design

**Sought Concurrence**          No

## Attachments

- CRP3510_Syllabus_2022_Final.docx: CRPLAN 3510 syllabus

  *(Syllabus. Owner: Dunham-Borst,Johanna)*

- CRP 3510_Murder by Design_ge-foundations-submission.pdf: CRPLAN  3510 GE submission form

  *(GEC Course Assessment Plan. Owner: Dunham-Borst,Johanna)*

## Comments

## Workflow Information

| Status | User(s) | Date/Time | Step |
|---|---|---|---|
| Submitted | Dunham-Borst,Johanna | 03/10/2022 10:11 AM | Submitted for Approval |
| Approved | Clark,Jennifer J | 03/10/2022 11:40 AM | Unit Approval |
| Approved | Sershen,Douglas J | 03/10/2022 11:41 AM | SubCollege Approval |
| Approved | Quinzon-Bonello,Rosario | 03/29/2022 04:34 PM | College Approval |
| Pending Approval | Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea | 03/29/2022 04:34 PM | ASCCAO Approval |

## CRPLAN 3510:  Murder by Design

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|---|---|---|---|
| **Instructor name:** | | **Telephone/E-mail:** | 614-292-7412 / Reece.35@osu.edu |
| **Year and term:** | Autumn | **Office location:** | Knowlton Hall – Room 289 |
| **Meeting time:** | | **Office hours:** | By appointment (Friday) |
| **Meeting location:** | | **Teaching assistants:** | N/A |
| **Mode of Delivery:** | In Person | **Teaching assistant email:** N/A | |

### LAND ACKNOWLEDGEMENT

*'The Ohio State University is situated on the traditional homelands of the Shawnee, Delaware, Miami and Wyandot Nations. We acknowledge the painful history of genocide and forced removal from this territory, and from other territories that were seized by the US Government under the Morrill Act in order to finance land grant universities like ours. As a land grant university, we honor and respect Indigenous peoples connected to the site of our institution. We are grateful to have the opportunity to work for indigenous peoples in this place.'*

### COURSE INFORMATION

#### DESCRIPTION, GOALS & OBJECTIVES

Crime and public safety are critical issues which are essential to the health and vitality of neighborhoods.  CRP 3510 explores how neighborhood design and city planning influence crime and safety. The course is grounded on historical and contemporary aspects of city planning that have influenced issues of crime and safety. Course goals and objectives include the following:

1. Understanding the influence of the built environment on crime and perceptions of safety.
2. Understanding the influence of crime and perceptions of safety on community development and health.
3. Understanding the impact of racial discrimination and mass incarceration on community development in historically marginalized communities.
4. Identification of historical and contemporary policies and practices which have created disparate community safety experiences for marginalized communities, particularly along the dimensions of race, ethnicity and class.
5. Exploring the influence of structural discrimination in housing on creating disparities in exposure to crime and access to safe spaces for marginalized communities, particularly along the dimensions of race, ethnicity and class.
6. Acknowledging how various aspects of identity influence perceptions of safety and bias.
7. Exploring the influence of implicit and explicit bias on perceptions of safety in different environments.
8. Understanding the discriminatory impact of hostile architecture and loitering laws.
9. Exploring the influence of sexually oriented businesses on perceptions of safety and regulatory strategies for mitigation.
10. Exploring debates on the use of residential (housing) restrictions to limit the residency options for sex offenders.
11. Learning methods of analyzing crime and safety perception data to identify solutions for creating safe spaces.
12. Introducing the concept of gender mainstreaming as a city planning methodology for understanding gender differences in perceptions of safety related to the built environment.
13. Exploring the benefits and challenges associated with smart city crime reduction technologies.
14. Introducing community development and built environment strategies to reduce crime and improve perceptions of safety.
15. Learning models of trauma informed community development or trauma informed community building as a planning practice.
16. Identifying innovative community-based strategies to deter crime and the role of city planners in supporting safe communities.

THE OHIO STATE UNIVERSITY

**GENERAL EDUCATION GOALS: RACE, ETHNICITY AND GENDER FOUNDATION**

| GE Goals | GE ELOs | Course Goals, Assignments and Class Activities |
|---|---|---|
| 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. | 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. | The following learning goals and topics explicitly focused on race, gender and ethnicity are embedded into the course structure, syllabus and readings. These include units (including lectures, documentaries, reflections and readings) focused on the following topics.<br><br>• Understanding the impact of racial discrimination and mass incarceration on community development in historically marginalized communities.<br>• Identification of historical and contemporary policies and practices which have created disparate community safety experiences for marginalized communities, particularly along the dimensions of race, ethnicity and class.<br>• Exploring the influence of structural discrimination in housing on creating disparities in exposure to crime and access to safe spaces for marginalized communities, particularly along the dimensions of race, ethnicity and class. |
| | 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. | The intersection of race, gender and ethnicity and power will be emphasized in course modules focused on the influence of structural racism and implicit bias on mass incarceration and police/community conflicts.<br>The unit, "Environmental Factors V: The Origins of Mass Incarceration and Million Dollar Blocks and their Influence on Community Development" will utilize the readings and lectures to illustrate how structural racism in criminal justice policies fuel patterns of mass incarceration and produce subsequent community development challenges. |
| | 1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. | Units on planning history will be utilized to demonstrate the intersection of discriminatory policies, race, gender, ethnicity and lived experience. Planning history modules with focus on the role of discrimination (and shifting definitions of Whiteness) in patterns of segregation and the disparate living conditions facing racial and ethnic populations in the 19th century tenements. The class will also explore the intersection of public housing and infrastructure policy in the 20th century and the effects of gender and racial discrimination. Discussion of the origins of racial |

| | | segregation in housing will be utilized contemporary disparities in living conditions. The following two modules with assigned readings and documentaries will address these issues: History I: The Emergence of the Tenements, the Gangs of New York and early Reforms in City Planning History II: Public Housing Policies, Redlining, Housing Discrimination and the Creation of Unsafe Environments |
| --- | --- | --- |
| | 1.4 Successful students are able to evaluate social and ethnical implications of studying race, gender, and ethnicity. | Students will engage concepts of social and ethical implications of studying race, gender and ethnicity through two components of the course design. First, a lecture outlining ethical considerations in conducting research will be provided (with an emphasis on IRB principles of ethical research) prior to students conducting their individual data collection for their "safety audit" field exercise. Second, in the module "Trauma Informed Community Development" students will learn about racial, ethnic and gender based disparities in trauma experiences. The module will introduce the model of Trauma Informed Community Development which integrates principles of "do no harm" and cultural humility in working with populations who have experienced higher rates of trauma. |
| GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity. | 2.1 Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities. | Self reflection and self critique of social position and identity will be continuously engaged throughout the course through journal reflection exercises and small group discussion activities. The course will integrate multiple activities to allow students to better understand and analyze how their identity influences their perceptions of safety in various environments. The safety mapping, safety audit and reflection exercise will enable assessment this ELO. |
| | 2.2 Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behavior. | Lectures, readings and exercises on gender mainstreaming will enable students to understand how gender identity intersects with feelings of safety and risk of crime victimization. Students will be taught the planning methodology of gender mainstreaming to engage diverse stakeholders to understand how identifies of race, gender and ethnicity influence safety perceptions related to public spaces and public infrastructure. This will be accomplished through lectures, discussion and readings. |

| | 2.3 Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. | The units of content for this course will continually reinforce understanding of how race, gender and ethnic identity has and continues to influence the lived experience of marginalized communities, specifically in relation to exposure to violence and access to safe spaces and communities. This learning outcome will be reinforced through two assignments, a book club/book review and a final field project case study. |
|---|---|---|

## FORMAT

The course combines in class lectures with activities that include reading assignments, group discussion and writing assignments, videos and a group project. Each week's class will focus on the nature of the challenges in the readings and analysis of research arguments and methods. Course materials include textbooks, scholarly articles, online data sources, and videos.

**Required course materials and technologies:** CarmenCanvas, CarmenZoom,

**Credit hours and work expectations:**

This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of outside work (readings, homework, and project assignments, for example) to receive a passing grade.

**Attendance and participation requirements:**

Because this is an hybrid course, your attendance is based on your in person and online activity and participation. Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus.  Please inform the instructor if you have a conflict which will require an "excused absence". The following is a summary of everyone's expected participation:

> In Person: You are expected to attend the weekly lecture, although students with any health, safety or personal conflicts may ask for permission to miss in person meetings. Supplemental materials will be provided to accommodate those students (e.g. access to lecture materials and outside of class time virtual meetings with myself).

> Online: 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.*

## DEADLINES

Students who miss deadlines due to valid and documented extenuating circumstances may submit the required work at a date agreed upon with the instructor. Unexcused work will not be accepted, incomplete projects will be evaluated in relation to their degree of completion, and a student is present only if they display sufficient preparation for the course to the instructor.

## COURSE TECHNOLOGY

**Baseline technical skills for online courses**

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

**Required software/technologies for this course**

- CarmenZoom virtual meetings (free)

**Required equipment**

- Computer: current Mac (OS X) or PC (Windows 7+) with internet connection that can support CarmenZoom calls

- 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) or landline to use for BuckeyePass authentication

**Carmen access**

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

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

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

## COMMUNICATION

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-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 to 10 days**.
- **Email:** I will reply to emails within **48 hours on days when class is in session at the university**.

You are expected to check the class carmen page and email daily. Communication outside of class will occur primarily through email from the instructor. All assignments need to be submitted on Carmen via drop box.

## COURSE MATERIALS

There is no required textbook to purchase for this course. Required readings for each week will be posted on Carmen for each week. These readings will be available for download on the course website or passed out in class as handouts. Books assigned as part of the "Book Club" assignment can be purchased used or new from any online bookstore.

Consider this syllabus a dynamic one, where some readings or videos may be adjusted when interesting topics come up in class and new background articles get posted to the site. This is a means of responding to class interests. Additionally, all materials and updated directions posted on Carmen during the course supersede requirements in this syllabus.

It's absolutely crucial that everyone does all of the reading before class and comes prepared with questions and comments. The more prepared everyone is, the more fun the course will be! For weeks where we will be viewing and discussing films in class, I will also provide you with questions to think about and answer as you watch. It will also be useful to take notes.

## ASSIGNMENTS

**Group "Book Club" Project:** There will be a group book project that will be developed throughout the first half of the semester. Each group will read one book provided in the list below. Groups will be assigned during the second week of class, you will be required to contact and stay engaged with group members, We will hold two online group discussions via Carmen zoom during class for your class to have a facilitated book discussion. Each group will give an Carmen zoom presentation for their book.

The books are available on Amazon.com and many are available in the OSU library system. These student led class presentations will begin in October, and we will schedule books and book reviews in the second week of class.

Each group will be responsible for the following:
1) Participating in two "book club" discussion sessions and

2)	15 minute detailed presentation (and PowerPoint submission)

A preliminary list of books for potential book reviews include the following, student identified books are also acceptable if the book is approved by the instructor:

1) **The Devil in the White City: A Saga of Magic and Murder at the Fair that Changed America; Erik Larson**
2) **Fist Stick Knife Gun: A Personal History of Violence; Geoffrey Canada**
3) **Blood Feud: The Hatfields and the McCoys: The Epic Story of Murder and Vengeance; Lisa Alther**
4) **Dreamland: The True Tale of America's Opiate Epidemic; Sam Quinones**
5) **Gang Leader for a Day: A Rogue Sociologist Takes to the Streets; Sudhir Venkatesh**
6) **High-Risers: Cabrini-Green and the Fate of American Public Housing; Ben Austen**
7) **There Are No Children Here: The Story of Two Boys Growing Up in The Other America; Alex Kotlowitz**
8) **The New Jim Crow: Mass Incarceration in the Age of Color-Blindness; Michelle Alexander**

**Individual Field Project:** There will be an individual field project that will be developed throughout the second half of the semester. The field projects will involve exploring crime prevention strategies (either programming or design solutions) for a neighborhood, a site small area within a neighborhood, or for a specific public building or space (such as a park). More detailed directions will be projected as a "group project" handout to be distributed in early October.

**Class Participation:** Active class participation is important. Participation will be graded through a series of activities that include regular attendance, in-class activities, and completing other homework and assignments.

**Journals:** Students will prepare five journal writing assignments throughout the semester, journal assignment due dates are indicated on the detailed course schedule at the end of this syllabus. Journals are due by midnight on Thursdays. Journals will be submitted on Carmen in MS word format, students should be prepared to discuss their journal writing in Thursday zoom discussion session. Journals should be 400 to 600 words in length. Journals are an opportunity to explore new topics and be creative, journal assignment topics will be announced in class. Some journals will be in response to a question posed to the class based on lecture topics, others will be based on current issues found in the news. Entries can also include pictures and other graphics. Each Journal is worth 5 points.

## CRITERIA FOR EVALUATION OR GRADING

Grades for this class will be based on the following work:

- Attendance and Participation (20%)
- Weekly Journals (25%) (5 Journals Total)
- Individual Safety Audit Exercise (10%)
- Group Book Project & Presentation (20%)
- Individual Field Project Paper & Presentation (20%)

Letter grades are assigned based on a standard scheme:

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

## PLANNING ACCREDITATION CRITERIA MET

The Planning Accreditation Board has a series of standards by which accredited planning programs are measured. Both Virginia Tech and Ohio State University have accredited planning programs. Below is a list of accreditation criteria that are covered in this course.

- Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
- Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
- Planning Law: appreciation of the legal and institutional contexts within which planning occurs.
- Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
- Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
- Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
- Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.
- Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.
- Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).
- Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
- Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
- Social Justice: appreciation of equity concerns in planning.

## SCHEDULE & COURSE TOPICS

The following provides a detailed schedule for the course, including course topics and assignment due dates. Readings for each week will be posted on Carmen at the beginning of the semester.

| Date: | Course Topic: | Assignments Due: |
|---|---|---|
| | Class Introduction & Opening Safe Spaces Exercise (In Person)<br><br>Activity: Safety mapping exercise. Students will annotate a map of the OSU campus and University District to discuss their perceptions of safety in and around the OSU campus.<br><br>Readings: None | None |
| | Introduction: The Impacts of Crime and Perceptions of Safety on Community Well Being<br><br>Readings:<br>• Ellen, I.E. (2012). Crime and Community Development. Open Forum: Voices and Opinions from Leaders in Policy, the Field, and Academia. From *Investing in What Works for America's Communities.* U.S. Federal Reserve Bank of San Francisco.<br>• Butcher, F., Galanek, J. D., Kretschmar, J. M., & Flannery, D. J. (2015). The impact of neighborhood disorganization on neighborhood exposure to violence, trauma symptoms, and social relationships among at-risk youth. Social science & medicine, 146, 300-306. | None |
| | History I: The Emergence of the Tenements, the Gangs of New York and early Reforms in City Planning<br><br>Reading: | None |

- Perry, E. I. (1984). Recreation as Reform in the Progressive Era [Review of Muscles and Morals: Organized Playgrounds and Urban Reform, 1880-1920, by D. Cavallo]. History of Education Quarterly, 24(2), 223–228. https://doi.org/10.2307/367953

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| **History II: Public Housing Policies, Redlining, Housing Discrimination and the Creation of Unsafe Environments**<br><br>Documentary:<br>• The Pruitt-Igoe Myth (2011).<br>Readings:<br>• Katharine G. Bristol (1991) The Pruitt-Igoe Myth, Journal of Architectural Education, 44:3, 163-171, DOI: 10.1080/10464883.1991.11102687<br>• Miller, J. (2018). Roads to nowhere: How infrastructure built on America's inequality. The Guardian – Special Report.<br>• Travieso, C. (2020). A Nation of Walls: The Overlooked History of Race Barriers in the United States. Places Journal. | **(Book Project Sign Up)** |
| **Foundation Theory I: Broken Windows & Defensible Space**<br><br>Readings:<br>• Newman, O. (1996). Creating Defensible Space. U.S. Department of Housing and Urban Development Office of Development and Research. | None |
| **Foundation Theory II: Crime Prevention Through Environmental Design (CPTED) & New Urbanism**<br><br>Readings:<br>• Zahm, D. (2007). Using Crime Prevention Through Environmental Design in Problem Solving. Problem-Oriented Guides for Police Problem-Solving Tools Series No. 8. Community Oriented Policing Services. U.S. Department of Justice.<br>• Cozens, P., & Love, T. (2017). The dark side of crime prevention through environmental design (CPTED). In Oxford Research Encyclopedia of Criminology and Criminal Justice.<br>• Debate: Does New Urbanism Improve or Detract from Community Safety? | **Journal #1 Due** |
| **Foundation Theory III: Public Health Perspectives and Violence Interruption**<br><br>Documentary:<br>• The Interrupters (2011).<br><br>Readings:<br>• Ritter, N. (2009). CeaseFire: A public health approach to reduce shootings and killings. National Institute of Justice Journal, 264, 20-25.<br>• Butts JA, Roman CG, Bostwick L, Porter JR. Cure violence: a public health model to reduce gun violence. Annu Rev Public Health. 2015 Mar 18;36:39-53. doi: 10.1146/annurev-publhealth-031914-122509. Epub 2015 Jan 7. PMID: 25581151.<br>• Kondo MC, Andreyeva E, South EC, MacDonald JM, Branas CC. Neighborhood Interventions to Reduce Violence. Annu Rev Public Health. 2018 Apr 1;39:253-271. doi: 10.1146/annurev-publhealth-040617-014600. Epub 2018 Jan 12. PMID: 29328874. | None |

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| Foundation Theory IV: Trauma Informed Community Development and Community Building<br>Readings:<br>• Falkenburger, E., Arena, O., & Wolin, J. (2018). Trauma-informed community building and engagement. Urban Institute, 1-18. | **None** |
| Environmental Factors I: Blight, Green Space & Land Use Control<br><br>Readings:<br>• National Vacant Properties Campaign. (2005). Vacant Properties. The True Costs to Communities<br>• Malach, A. (2018). Why the 'Greening' of Vacant Land Is a Smart Long-Term Investment in Cities" An excerpt from The Empty House Next Door: Understanding Vacancy and Hypervacancy in the United States. Lincoln Institute of Land Policy. | **Journal #2 Due** |
| Environmental Factors II: Smart Cities, Surveillance & Technology – Opportunities & Risks for Discrimination<br><br>Readings:<br>• Williams, T. (2018). Can 30,000 Cameras Help Solve Chicago's Crime Problem. The New York Times.<br>• Flaherty, K. (2019). A RoboCop, a park and a fight: How expectations about robots are clashing with reality. NBC News Special Report.<br>• Barth, B. (2019). Smart Cities or Surveillance Cities? Planning Magazine. The American Planning Association.<br>• Valentino-DeVries, J. (2020). How the Police Use Facial Recognition, and Where it Falls Short. The New York Times. | None |
| Environmental Factors III: Hostile Architecture & Discrimination in Loitering Laws<br><br>Readings:<br>• Misra, Tanvi. (2015). How Loitering Laws Lead to Profiling. The Atlantic.<br>• Petty, J. (2016). The London spikes controversy: Homelessness, urban securitisation and the question of 'hostile architecture'. International Journal for Crime, Justice and Social Democracy, 5(1), 67.<br>• Starolis, H. (2020). Hostile architecture: The death of urban spaces. Crit, (86), 53-57. | **Book Club Working Session** |
| Environmental Factors IV: Mitigating Detrimental Sexually Oriented Businesses and Debates on Residence Restrictions for Sex Offenders<br><br>Documentary:<br>• Our America: A State of Sex Offenders (2011).<br><br>Readings:<br>• Oblinger, D. G. (2014). Sex Trafficking in Sexually Oriented Businesses. Combating Human Trafficking: A Multidisciplinary Approach, 129.<br>• Tewksbury, R., & McCord, E. S. (2014). Crime at sexually oriented businesses. Security Journal, 27(4), 349-360.<br>• Thomas, D. A. (2008). Tips for successfully regulating sexually oriented businesses. Prob. & Prop., 22, 43. | None |
| Environmental Factors V: The Origins of Mass Incarceration and Million Dollar Blocks and their Influence on Community Development | **Journal #3 Due** |

Readings:
- Wakefield, S. (2010). Invisible inequality, million dollar blocks, and extra-legal punishment: A review of recent contributions to mass incarceration scholarship. Punishment & Society, 12(2), 209-215.
- Story, B. (2016). The prison in the city: Tracking the neoliberal life of the "million dollar block". Theoretical Criminology, 20(3), 257-276.

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| Environmental Factors VI: Gun Violence, People and Place<br><br>Readings:<br>• Bruner, B. Odds of being shot in one Columbus neighborhood as high as one in 59, police study finds. (2021). The Columbus Dispatch. February 9th.<br>• National Network for Safe Communities. (2021). Gun Violence Intervention: Columbus Problem Analysis Report. John Jay College of Criminal Justice, NY. | None |
| Environmental Factors VII: Law Enforcement and Policing – Conflicts, Community Tensions and Reforms<br><br>Readings:<br>• Kahn, K. B., & Davies, P. G. (2017). What influences shooter bias? The effects of suspect race, neighborhood, and clothing on decisions to shoot. Journal of Social Issues, 73(4), 723-743.<br>• Mock, B. (2020). A City Planners Case for Defunding the Police. Bloomberg CityLab.<br>• Kerner Commission (1968). "Our Nation Is Moving Toward Two Societies, One Black, One White—Separate and Unequal": Excerpts from the Kerner Report.<br>• Axel-Lute, M. (2017). Roundtable: Policing and Community Development. Shelterforce. | **Individual Safety Audit Conducted** |
| Human Factors I: Identity, Intersectionality and Perceptions of Safety<br><br>Readings:<br>• Lacey, A., Miller, R., Reeves, D., & Tankel, Y. (2013). From gender mainstreaming to intersectionality. *Building inclusive cities: Women's safety and the right to the city*, 143.<br>• Ouali, L.A.B., Graham, D.J., Barron, A. and Trompet, M. (2020), Gender differences in the perception of safety in public transport. J. R. Stat. Soc. A, 183: 737-769. https://doi.org/10.1111/rssa.12558<br>• Clifton, K. J., & Livi, A. D. (2005). Gender differences in walking behavior, attitudes about walking, and perceptions of the environment in three Maryland communities. Research on women's issues in transportation, 2, 79-88. | None |
| Human Factors II: Implicit and Explicit Bias and Perceptions of Safety<br>Readings:<br>• Godsil, R. D., & Freeman, J. S. (2015). Race, Ethnicity, and Place Identity: Implicit Bias and Competing Belief Systems. University of Hawai'i Law Review, 37(2), 313-338.<br>• Lurie, S. (2019). There's No Such Thing as a Dangerous Neighborhood. Bloomberg. Com, February, 25. | **Individual Safety Audit Reflection Groups** |
| Human Factors III: Gender Mainstreaming as Planning Technique to Understanding Intersectional Perspectives of Safety<br><br>Readings: | None |

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| | • Dymén, C., & Ceccato, V. (2011). An international perspective of the gender dimension in planning for urban safety. In The urban fabric of crime and fear (pp. 311-339). Springer, Dordrecht.<br>• Carpio-Pinedo, J., De Gregorio Hurtado, S., & Sánchez De Madariaga, I. (2019). Gender mainstreaming in urban planning: the potential of geographic information systems and open data sources. Planning Theory & Practice, 20(2), 221-240.<br>• Ryan, S. (2019). Integrating Gender Mainstreaming into US Planning Practice. American Planning Association: Planning Advisory Service Report. November/December. | |
| | Human Factors IV: Youth Development, Community Building and Community Safety<br><br>Readings:<br>• Reece, J. (2020). Planning for Youth Emotional Health in Unruly Environments: Bringing a Trauma Informed Community Building Lens to Therapeutic Planning. Projections. A Journal of the MIT Planning Department. | **Journal #4 Due** |
| | Application: Community Planning and Safety Case Studies in Columbus (Weinland Park)<br><br>Readings:<br>• Sullivan, M. (2014). Weinland Park Rebuilds After Decades of Gang Violence. October. Columbus Monthly. | None |
| | Application: Designing for Safer Places Case Studies | **Journal #5 Due** |
| | Book Club Presentations Given | **Book Club Presentations Given** |
| | Book Club Presentation Given | **Book Club Presentations Given** |
| | Book Club Presentation Given | **Book Club Presentations Given** |
| Exam Week | **NO EXAM WEEK MEETING** | **Field Project Case Submitted** |

# SCHOOL AND UNIVERSITY POLICIES AND PROCEDURES

## DISTANCE LEARNING

All university standards and policies remain in place as related to Title IX, academic misconduct, allowances for students with disabilities, studio conduct and respect for others, and other related issues. We will be meeting and interacting in an in person and online format, not an anonymous one. We will conduct ourselves and treat others as if we were meeting in person.

## HEALTH AND SAFETY REQUIREMENTS

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (*https://safeandhealthy.osu.edu*), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

## ACADEMIC INTEGRITY FOR THIS COURSE
- **Quizzes and exams**: You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are

encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. The instructor reserves the right to utilize on line plagiarism software in Carmen if I suspect written work has been plagiarized.

- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects**: This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

## ACADEMIC MISCONDUCT

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

OSU's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so it is recommended that students review the Code of Student Conduct.

If a faculty member suspects that a student has committed academic misconduct in a course, they are obligated by University Rules to report suspicions to the Committee on Academic Misconduct. 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. If COAM determines that a student has violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

**Office of Student Life Student Conduct:** https://studentconduct.osu.edu/
**Code of Student Conduct**: https://trustees.osu.edu/bylaws-and-rules/code
**Committee on Academic Misconduct**:  oaa.osu.edu/coam.html
**Academic Misconduct Information for Students**: https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct

## COPYRIGHT DISCLAIMER

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

## GRIEVANCES

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor. Then, if necessary, take your case to the graduate or undergraduate studies chair, section head, school director, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching associates should be submitted first to the supervising instructor, then to the head of the associate's section.

## SEXUAL HARRASSMENT: Title IX

No forms of sexual harassment or intimidation will be tolerated. Sexual Harassment includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the "display of inappropriate sexually oriented materials in a location where others can see it." Sexual harassment includes inappropriate behavior among two or more

students; between students and/or faculty and/or or staff; and within those groups. The actions can take place in physical, verbal, or written forms.

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 or (614) 247-5838. Also, refer to University's Code of Student Conduct 3335-23-04 (C) for additional information.

## DIVERSITY

The Ohio State University affirms the importance and value of diversity in the student body and the greater university community. 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.

The Knowlton School also values the intellectual diversity of its faculty and students, and supports diverse approaches to instruction and learning. A respect for individual rights is the foundation of an intellectual community, and all members of the community are expected to conduct themselves with the highest ethical principles and regard for others.

## COUNSELING AND MENTAL HEALTH

As a student you may experience mental health concerns or stressful events such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation, etc., that cause barriers to learning, participation and performance. If you or someone you know are suffering from any of the these concerns, 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. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

## PROFESSIONAL CONDUCT

Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites. Information on these sites is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

## ACCESSIBILITY OF COURSE TECHNOLOGIES

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.

- CarmenCanvas accessibility
- Streaming audio and video
- CarmenZoom accessibility

## KNOWLTON HALL BUILDING POLICIES *(if applicable)*
Students working within Knowlton Hall are expected to follow the building related policies as outlined with the KSA Student Policy Handbook: https://knowlton.osu.edu/sites/default/files/pdf/KSA%20Policy%20Handbook%20-%20Students%202012.pdf

## STUDENT RESOURCES
### Knowlton Student Services

Undergraduate Students: http://knowlton.osu.edu/students/undergraduates
Graduate Students: http://knowlton.osu.edu/students-current-students/graduate

**Student Life Resources & Policies:** https://studentlife.osu.edu/resources/
**Student Advocacy Center**: advocacy.osu.edu
**Dennis Learning Center**: dennislearningcenter.osu.edu
**Counseling and Consultation Services:** https://ccs.osu.edu
**Student Life Disability Services**: https://slds.osu.edu/
**Office of Diversity and Inclusion:** https://odi.osu.edu/
**Department of Public Safety:** https://dps.osu.edu/; non-emergency:(614) 292-2121; emergency: dial 9-1-1
**University's Building Emergency Action Plans**: https://dps.osu.edu/beap

# 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 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.

## B. Specific Goals of Race, Ethnicity, and Gender Diversity

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

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

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

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

**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.

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# 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.

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## 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)*

Course Subject & Number: _____

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

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

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

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

## 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)*

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)*

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**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.

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# 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.

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## B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

**Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.**
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. *(50-700 words)*

Course Subject & Number: _____

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

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

**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)*

Course Subject & Number: _____

**Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

**Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

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

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

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

**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)*

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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)*

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

Course Subject & Number: _____

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

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

## A. Foundations

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

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

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

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

Course Subject & Number: _____

**Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

**Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

**Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

**Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*