## Term Information

**Effective Term**                                        Autumn 2022

## Course Change Information

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

REG GE 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 REG courses for the new GE foundation.

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

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

None

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

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

## General Information

| | |
|---|---|
| **Course Bulletin Listing/Subject Area** | Women's, Gender&Sexuality Sts |
| **Fiscal Unit/Academic Org** | Women's, Gender&Sexuality Sts - D0506 |
| **College/Academic Group** | Arts and Sciences |
| **Level/Career** | Undergraduate |
| **Course Number/Catalog** | 2230 |
| **Course Title** | Gender, Sexuality and Race in Popular Culture |
| **Transcript Abbreviation** | Gender Pop Culture |
| **Course Description** | Explores how popular culture generates and articulates our understandings of gender and sexuality and their intersections with race and class. |
| **Semester Credit Hours/Units** | Fixed: 3 |

## Offering Information

| | |
|---|---|
| **Length Of Course** | 14 Week, 12 Week, 6 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, Lima, Mansfield, Marion, Newark, Wooster |

## 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**                       Freshman, Sophomore

## Requirement/Elective Designation

General Education course:
   Visual and Performing Arts; Literary, Visual and Performing Arts; 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*

*General Education course:*
   *Visual and Performing Arts; Literary, Visual and Performing Arts*
*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** | • Course goals remain unchanged. |
| **Content Topic List** | • Hegemony and ideology |
| | • Body images |
| | • Sexuality |
| | • Gender, race, and difference |
| | • Masculinity |
| | • Disability studies |
| **Sought Concurrence** | No |
| *Previous Value* | |

## Attachments

• WGSST 2230 Latorre Syllabus (AU22, DL) REGD GE.docx: Corrected 2230 REGD Syllabus

   *(Syllabus. Owner: Stotlar,Jackson Ryan)*

• WGSST 2230 REGD GE Foundations Submission.pdf: Corrected 2230 Foundations Submission

   *(GEC Model Curriculum Compliance Stmt. Owner: Stotlar,Jackson Ryan)*

## Comments

- Seems like there might have been an upload error - returning for new docs per email *(by Steele,Rachel Lea on 04/22/2022 11:15 AM)*

- WGSS curriculum and curriculum mapping tags can be viewed here: https://airtable.com/shrDYSv00kXlqCsfe *(by Stotlar,Jackson Ryan on 04/07/2022 10:21 AM)*

## Workflow Information

| Status | User(s) | Date/Time | Step |
|---|---|---|---|
| Submitted | Stotlar,Jackson Ryan | 04/07/2022 10:21 AM | Submitted for Approval |
| Approved | Winnubst,Shannon | 04/07/2022 10:37 AM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 04/07/2022 02:46 PM | College Approval |
| Revision Requested | Steele,Rachel Lea | 04/22/2022 11:15 AM | ASCCAO Approval |
| Submitted | Stotlar,Jackson Ryan | 04/22/2022 11:49 AM | Submitted for Approval |
| Approved | Winnubst,Shannon | 04/22/2022 11:54 AM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 04/22/2022 11:54 AM | College Approval |
| Pending Approval | Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea | 04/22/2022 11:54 AM | ASCCAO Approval |

# SYLLABUS
# WGSST 2230

Gender, Sexuality and Race in Popular Culture
AU 2022

F 11:10-12:10 (Zoom) + other online activities

https://osu.zoom.us/my/httpswgss.osu.edupeoplelatorre.13?pwd=a2Uzb3Zl
NjNhUnVnYWhta0I2dFRadz09

3 credit hours
Online

# COURSE OVERVIEW

## Instructor Information

Instructor: Guisela Latorre

Pronouns: she/her/hers

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

Phone number: 805-252-1409

Office hours: Wednesdays 2-5pm via Zoom:

https://osu.zoom.us/my/httpswgss.osu.edupeoplelatorre.13?pwd=a2Uzb3ZlNjNhUnVnYWhta0I2dFRa
dz09

## Course description

This class focuses on numerous representations of gender, sexuality, ethnicity and race in popular culture, a form of cultural expression that is created and consumed by large sectors of the world's population. Even though popular culture can transcend class, gender, race, ethnicity and other categories of difference, it is also affected by power inequalities and oppression. Because of the

massive appeal of popular culture, feminist thinkers pay considerable attention to the constructs, tropes and stereotypes that popular culture promotes. However, feminists also examine how social movements, activism and resistance can play out in popular culture as well. Thus, in this class you will learn about the multiple implications of gender and race behind the mass dissemination of human cultural expressions. Moreover, you will learn that expressions of popular sentiment and feeling are not confined to one medium; instead, these cut across different platforms (film, television, folk legends, social media, etc.) so our course will also traverse those multiple realms.  In the process, you will gain critical thinking skills when it comes to analyzing and deconstructing popular culture while imagining yourself as an ethical cultural producer. Though popular culture is replete with fictions, fantasies, misrepresentations and falsehoods about communities across the globe, these images and constructs can have real and material effects on our lived experiences.

# Course learning outcomes

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

- identify images and representations in popular culture that are racist, sexist, classist and otherwise discriminatory against certain groups in society.
- appreciate how constructs of race, ethnicity and gender seen in popular culture are embedded in institutions of power.
- see that popular culture images often demonstrate that the categories of race, gender and ethnicity are intersectional, interdependent and mutually reinforcing.
- develop critical thinking skills about race, ethnicity and gender that will enhance their ethical sensibilities when navigating the world and relating to others around them
- think critically about their own relationship to popular culture imagery and discourses.
- ascertain how certain representations of race, ethnicity and gender in popular culture shape human behaviors and actions
- learn about the lived experiences of communities who are affected by representations of race, ethnicity and gender in popular culture

# General education goals and expected learning outcomes

Race, Ethnicity and Gender

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

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

- o 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.
- o 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.
- o 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
- o Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

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

  - o Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

  - o Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

  - o 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.

The central focus of this class is to explore, analyze and critique representations of race, ethnicity and gender in popular culture which includes but is not limited to television, film, advertising, social media, art, music and much more. In the process students learn how race, ethnicity and gender intersect to create particularly problematic and damaging images that support systems of power and inequality. In essence, the class encourages students to take pop culture seriously as it can shape human behavior and even affect public policy. WGSST 2230 also asks students to consider the potential that pop culture holds for the creative and cultural expressions of racialized, gendered, classed and otherwise marginalized communities.

Literary, Visual, or Performing Arts

As part of the Literary, Visual and Performing Arts category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

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

  - o Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.

o 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.

o 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.

o Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.

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

   o 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.

   o 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.

WGSS 2230 provides students with analytical and interdisciplinary tools to understand and interpret various forms of popular culture. They will be able to critique these forms and assess their larger cultural and social significance. Moreover, they will gain an appreciation for the aesthetic and creative contributions made in the field of popular culture, regardless whether these forms are considered "high art" or not. In the process students will also learn how to engage in creative expression themselves.

# HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online. We will meet via Zoom once a week on Fridays (11:10-12:10pm), but you will need to carry out a considerable amount of work online in preparation for those Friday meetings.

**I recommend that you adhere to the following weekly schedule:**

1- <u>Mondays through Tuesdays</u>: Watch PowerPoint lecture uploaded to Carmen (posted by 3pm on Mondays). These lectures will range in length from 45 minutes to 1 hour and 20 minutes.

2- <u>Wednesdays</u>: Complete assigned reading/s.

3- <u>Wednesdays – Fridays</u>: Take Weekly Carmen Quiz (available from Wednesdays at 11am to Fridays at 11:00am)

4- <u>Fridays</u> (11:10-12:10pm): Attend discussion online via Zoom. Please note that this is the only portion of the class that takes place in real time.

**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.

**Attendance and participation requirements:**

You are allowed two unexcused absences during Friday discussions without affecting your course grade. I will subtract 10 points (5%) off your final grade in class for each additional absence you may incur. For those of you who leave class early or arrive late, you will earn only partial attendance credit for that day. In addition, you are still responsible for all the course material you miss during your absences (excused or unexcused.)

Our Friday discussions will be mostly dedicated to in-class dialogue. It is thus crucial that you watch the PowerPoint lectures and complete the readings before you come to class on Fridays. You will not earn a good participation grade without actively partaking in discussion and without demonstrating that you have completed your weekly work.

# COURSE MATERIALS AND TECHNOLOGIES

## Textbooks

**Required**

All readings posted 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](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.

# How your grade is calculated

| ASSIGNMENT CATEGORY | POINTS |
|---|---|
| Participation in Discussion | 40 |
| Weekly Carmen Quizzes | 50 |
| Midterm Exam | 25 |
| Final Exam | 25 |
| "Pop Culture and Me" Paper | 30 |
| Craftivism Project | 30 |
| Total | **200** |

*See course schedule below for due dates.*

# Descriptions of major course assignments

1- Participation in Discussion (40pts, 20%): Our Friday discussions will be mostly dedicated to in-class dialogue. It is thus crucial that you watch the PowerPoint lectures and complete the readings before you come to class on Fridays. You will not earn a good participation grade without actively partaking in discussion and without demonstrating that you have completed your weekly work.

2- Weekly Carmen Quizzes (50pts, 25%): These will be brief quizzes (multiple choice and fill-in-the-blank) testing your knowledge of the week's lecture, and readings. These quizzes will be available for you to complete from Wednesdays at 11am to Fridays at 11am. There will be a total of 14 quizzes. I will drop your lowest 4 quiz grades.

3- Midterm Exam (25pts, 12.5%): For the midterm exam, you will be given two essay questions that pertain to the material covered from weeks 1-7. You will select one

question and write an extensive essay that brings in material from lecture, readings and discussions. You will have 24 hours to complete this exam, from March 4 @ 5pm to March 5 @ 5pm. Length: 700-1000 words. **Week 8**

4- Final Exam (25pts, 12.5%): This exam will have the exact same format as the midterm, but will cover weeks 9-15. You will have 24 hours to complete this exam, from April 25 @ 5pm to April 26 @ 5pm Length: 700-1000 words. **Date TBA**

5- "Pop Culture and Me" Paper (30pts, 15%): You will select a pop culture event, production or "artifact" (such as a film, TV show, ad, etc.) that depicts individuals whose racial, ethnic and/or gender identities that are different than your own. You will discuss in detail how your own racial, ethnic and/or gender identities compare and contrast with yours. Length: 900-1200 words. **Deadline TBA**

6- Craftivism Project (30pts, 15%): You will create a craftivist project with my assistance. No arts background necessary! You will upload a photo of your creation to Carmen together with your artist statement. Length: 600-900 words. **Deadline TBA**

# Late assignments

Late submissions will only be accepted if the student has an emergency or extenuating circumstance. Otherwise, there will be an automatic deduction of 4 points per day late.

# Grading scale

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

# Instructor feedback and response time

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

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

# OTHER COURSE POLICIES

## Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

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

## Student Services and Advising

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

University Student Services can be accessed through BuckeyeLink. More information is available here: https://contactbuckeyelink.osu.edu/

FOR UNDERGRAD COURSES: Advising resources for students are available here: http://advising.osu.edu

FOR GRADUATE COURSES: Contact WGSS Graduate Program Coordinator, Rebekah Sims, for insight into how this how this course fits in with your MA, PhD, or Graduate Minor plan.

# Copyright for instructional materials

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

# Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu
or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

# Mandatory reporting

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

# Commitment to a diverse and inclusive learning environment

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

identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

# Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: https://mcc.osu.edu/about-us/land-acknowledgement

# Trigger Warnings

Some of the materials we will discuss in class can be disturbing or upsetting to some people. I will provide the proper warning to the classroom before we present potentially upsetting content. If you think exposure to this material might negatively affect your mental health, let me know and we can figure out some alternatives in your case. Having said this, do expect some discomfort with the class material from time to time, as a central goal of the WGSS classroom is to expose students to histories of gendered oppression, violence and subordination that are often difficult to take in.

# Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting accommodations

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

## Accessibility of course technology

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

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

# COURSE SCHEDULE

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

| Week | Module | Activities |
|------|--------|-----------|
| 1 | Introduction | 1- Monday-Tuesday: Watch "Introductory Remarks" video (Carmen)<br>2- Wednesday: Read over syllabus<br>3- Thursday: Take Week 1 Carmen Quiz (based on syllabus)<br>4- Friday (1/15): Attend discussion in real time @ 11:10-12:10. Zoom invite (password 583657): https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |

| Week | Module | Activities |
|------|--------|-----------|
| 2 | **What is Pop Culture? Part I** | 1- <u>Monday -Tuesday</u>: Watch PP lecture "What is Popular Culture? Part I" (Carmen)<br><br>2- <u>Wednesday</u>: Read essays "What is Popular Culture?" (Storey) AND "Introduction: Feminized Popular Culture in the Early Twenty- First Century" (Levine)<br><br>3- <u>Wednesday- Friday</u> (1/20-1/22): Take Week 2 Carmen Quiz (based on PP lecture and readings)<br><br>4-<u>Friday</u> (1/22): Attend discussion in real time @ 9:35-10:55am (in person or Zoom). Zoom invite (password 583657): https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |
| 3 | **What is Pop Culture? Part II** | 1- <u>Monday-Tuesday</u>: Watch PP lecture "What is Pop Culture? Part II" (Carmen)<br><br>2- <u>Wednesday</u>: Reads essay "Performance and Performativity" (Lloyd)<br><br>3- <u>Wednesday-Friday</u>: Take Week 3 Carmen Quiz (based on PP lecture and readings)<br><br>4- <u>Friday</u>: Attend discussion in real time @ 11:10-12:10pm. Zoom invite (password 583657): https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |
| 4 | **Advertising and Neoliberalism** | <u>1- Monday-Tuesday</u>: Watch PP lecture "Advertising and Neoliberalism" (Carmen)<br><br><u>2- Wednesday</u>: Read essay "Kitchen Porn" (Carmen)<br><br><u>3- Wednesday-Friday</u>: Take Week 4 Carmen Quiz<br><br><u>4- Friday</u>: Attend discussion in real time @ 11:10-12:10am. Zoom invite (password 583657): https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |
| 5 | **The Film Industry** | 1- <u>Monday-Tuesday</u>: Watch PP lecture "The Film Industry" (Carmen)<br><br>2- <u>Wednesday</u>: Read essays "Visual Pleasure and Narrative Cinema" (Mulvey) and watch film Rear Window (Secure Media Library drm.osu.edu)<br><br>3- <u>Wednesday – Friday</u>: Take Week 5 Carmen Quiz (based on lecture, reading and film)<br><br>4- <u>Friday</u>: Attend discussion in real time @ 11:10-12:10am. Zoom invite (password 583657): https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |
| 6 | **The Television Industry** | 1- <u>Monday-Tuesday</u>: Watch PP lecture "The Television Industry" (Carmen)<br><br>2- <u>Wednesday</u>: Read essay "Apu's Brown Voice" AND "Transgender Subjectivities and Projects of Self" (Brady, Burns and Davies)<br><br>3- <u>Wednesday – Thursday</u>: Take Week 6 Carmen Quiz (based on lecture and reading)<br><br>4- <u>Friday</u>: Attend discussion in real time @ 11:10-12:10pm. Zoom invite (password 583657): https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |
| 7 | **The Music Industry** | Monday-Tuesday (2/22-2/23): Watch PP lecture "The Music Industry" (Carmen)<br><br>Wednesday (2/24): Read essays "Mapping the Margins" (Crenshaw) AND "Towards a New Vision" (Hill Collins)<br><br>Wednesday – Friday (2/24-2/26): Take Week 7 Carmen Quiz<br><br>Friday (2/26): Attend discussion in real time @ 11:10-12:10. Zoom invite (password 583657):<br><br>https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |

| Week | Module | Activities |
|------|--------|------------|
| 8 | **Midterm Week** | **No readings, no quiz, no discussion**<br>1- <u>Monday-Tuesday</u>: Watch PP lecture "Midterm Review and Guidelines" (Carmen)<br>2- <u>Wednesday – Thursday</u>: Study for exam. Feel free to drop by office hours (Thursday 2-5pm) if you have any questions about the exam.<br>3- <u>Thursday-Friday</u>: Take midterm exam via Carmen (from 5pm on Thursday to 5pm on Friday) |
| 9 | **Gaming, Gender and Race** | 1- <u>Monday-Tuesday</u>: Watch PP lecture "Gaming, Gender and Race" (Carmen)<br>2- <u>Wednesday</u>: Read essays "#Me2, #Me4, Black Women, and Misogynoir" (Gray)<br>3- <u>Wednesday-Friday</u>: Take Week 9 Carmen Quiz<br>4- <u>Friday</u>: Attend discussion in real time @ 11:10-12:10. Zoom invite (password 583657): https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |
| 10 | **Gender, Race and the News Media** | 1- <u>Monday-Tuesday</u>: Watch PP lecture "Gender, Race and the News Media" (Carmen)<br>2- <u>Wednesday</u>: Read Essay "The Fallen Woman Archetype" (Harvad and Prividera)<br>3- <u>Wednesday-Friday</u>: Take Week 10 Carmen Quiz<br>4- <u>Friday</u>: Attend discussion in real time @ 11:10-12:10om. Zoom invite (password 583657): https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |
| 11 | **Comics, Gender and Race** | 1- <u>Monday-Tuesday</u>: Watch PP lecture "Comics, Gender and Race"<br>2- <u>Wednesday</u>: Read essay "New and Improved? Disability and Monstrosity in Gail Simone's Batgirl"<br>3- <u>Wednesday-Friday</u>: Take Week 11 Carmen Quiz<br>4- <u>Friday</u>: Attend discussion in real time @ 11:10-12:10pm. Zoom invite (password 583657): https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |
| 12 | **Science Fiction, Race and Gender** | 1- <u>Monday-Tuesday</u>: Watch PP lecture "Science Fiction, Race and Gender"<br>2- <u>Wednesday</u>: Read essay "Magistrale, "Cyborg Woman" (Magistrale)<br>3- <u>Wednesday-Friday</u>: Take Week 11 Carmen Quiz<br>4- <u>Friday</u>: Attend discussion in real time @ 11:10-12:10pm. Zoom invite (password 583657): https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |
| 13 | **Latinx *Cultura* Popular** | 1- <u>Monday-Tuesday</u>: Watch PP lecture "Latinx Cultura Popular"<br>2- <u>Wednesday</u>: Read essay ""Jennifer Lopez, Racial Mobility, and the New Urban/Latina Commodity," (Peña Ovalle)<br>3- <u>Wednesday-Friday</u>: Take Week 13 Carmen Quiz<br>4- <u>Friday</u>: Attend discussion in real time @ 11:10-12:10am. Zoom invite (password 583657): https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |
| 14 | **Street Art** | 1- <u>Monday -Tuesday</u>: Watch PP Lecture "Street Art"<br>2- <u>Wednesday</u>: Read Essay "Indigenous Images of Democracy on City Streets" (Latorre)<br>3- <u>Wednesday-Friday</u>: Take Week 14 Carmen Quiz<br>4- <u>Friday</u>: Discussion @ 11:10-12:10pm. Zoom Invite (password 583657): https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |

| Week | Module | Activities |
|------|--------|-----------|
| **15** | **Social Media, Race and Gender** | 1- <u>Monday -Tuesday</u>: Watch PP Lecture "Social Media, Race and Gender"<br>2- <u>Wednesday</u>: Read Essay ""#Free_CeCe" (Fischer)<br>3- <u>Wednesday-Friday</u>: Take Week 15 Carmen Quiz<br>4- <u>Friday:</u> Discussion and Final Exam Review @ 11:10-12:10pm. Zoom Invite (password 583657):<br>https://osu.zoom.us/j/97213100068?pwd=VTBtZTVrMEdyS2syVytCM1BjMHZiZz09 |

**FINAL EXAM TBA**

# 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.

Course Subject & Number: _____

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

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

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

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

**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.

___

## 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)*

 

**Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

 

# GE Rationale: Foundations: Writing and Information Literacy (3 credits)

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

## A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

## B. Specific Goals of Writing and Information Literacy

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

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

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

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

**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)*

Course Subject & Number: _____

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

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

## A. Foundations

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

## B. Specific Goals

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

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

Course Subject & Number: _____

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

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

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

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

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

Course Subject & Number: _____

**Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

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

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

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

## B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

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

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

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

## A. Foundations

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

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

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

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

**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)*