

## Term Information

Effective Term Spring 2023  
*Previous Value* Autumn 2022

## Course Change Information

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

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 2327  
Course Title Embodying Gender, Race & Ethnicity  
Transcript Abbreviation Embodying Gender  
Course Description This course examines through a feminist lens how the body is situated, lived, interpreted, and constructed in culture. The course focuses on intersectionality as a key issue in understanding how the body's gender, race, sexuality, health, physical abilities, and class/economic situation are interconnected.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, 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:  
Culture and Ideas; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

### ***Previous Value***

*General Education course:*  
*Culture and Ideas; Historical and Cultural Studies*

## **Course Details**

**Course goals or learning objectives/outcomes**

- Goal 1: Question our society's dominant assumptions about what seems "natural," "timeless," "universal," "human," and "normal by critically speaking, thinking writing, and reading.
- Learning Objective 1a: Interrogate a variety of dominant narratives relating to sex, gender, sexuality, disability, race, etc.
- Learning Objective 1b: Recognize and describe counter-narratives.
- Learning Objective 1c: Analyze texts using a feminist lens.
- Learning Objective 1d: Articulate clear and cohesive thoughts through writing.
- Goal 2: Understand feminisms as interdisciplinary, creative, theoretical and social movements.
- Learning Objective 2a: Analyze everyday social practices through feminist theoretical frameworks.
- Learning Objective 2b: Identify feminist creative interventions in cultural productions.
- Goal 3: Understand and critically engage categories of social difference as intersectional, always shifting, and shaped by hierarchies of power.
- Learning Objective 3a: Define marginalization.
- Learning Objective 3b: Explain lived experiences and material realities of marginalized people.
- Cultures and Ideas GE Outcome 1: Students analyze and interpret major forms of human thought, culture, and expression.
- Cultures and Ideas GE Outcome 2: Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

**Content Topic List**

- Intersectionality
  - Race
  - Gender
  - Sexuality
  - (Dis)Ability
  - Femininity/Masculinity
  - Identity
  - Desire
- No

**Sought Concurrence**  
[Previous Value](#)

**Attachments**

- WGSST 2327 REGD GE Submissions Form.pdf: 2327 REGD GE Form  
*(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jackson Ryan)*
- WGSST 2327 Thomas Syllabus (AU22) REGD GE.docx: 2327 REGD GE Syllabus  
*(Syllabus. Owner: Stotlar, Jackson Ryan)*
- Revised 2327 REG GE submission form.pdf: Revised 2327 REGD GE Form  
*(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jackson Ryan)*
- Revised WGSST 2327 Syllabus REGD GE submission.docx: Revised 2327 REGD GE Syllabus  
*(Syllabus. Owner: Stotlar, Jackson Ryan)*
- Cover Letter REGD Foundation resubmission for WGSS 2327.docx: Cover letter from faculty lead  
*(Cover Letter. Owner: Stotlar, Jackson Ryan)*

**COURSE CHANGE REQUEST**  
2327 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/05/2022

**Comments**

- See feedback email sent to department 5/7/2022 RLS (by Steele, Rachel Lea on 05/07/2022 11:57 AM)
- WGSS curriculum and curriculum mapping tags can be viewed here: <https://airtable.com/shrDYSv00kXlqCsfe> (by Stotlar, Jackson Ryan on 04/07/2022 10:39 AM)

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jackson Ryan	04/07/2022 10:39 AM	Submitted for Approval
Approved	Winnubst, Shannon	04/07/2022 10:40 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/07/2022 02:52 PM	College Approval
Revision Requested	Steele, Rachel Lea	05/07/2022 11:57 AM	ASCCAO Approval
Submitted	Stotlar, Jackson Ryan	07/29/2022 03:07 PM	Submitted for Approval
Approved	Winnubst, Shannon	07/29/2022 03:11 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/05/2022 02:20 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/05/2022 02:20 PM	ASCCAO Approval

Thank you for the feedback on the REGD Foundation submission for WGSS 2327: Embodying Gender, Race, and Ethnicity. This letter addresses feedback and explains revisions made.

WGSST 2327 was not voted on by the Panel, as they would like the following issues addressed:

1. The Panel is excited by the course title and topic and appreciates the early focus on intersectional topics.
2. The Panel asks the department to re-visit the organization of the course, keeping in mind the need to make the connections between embodiment, REGD topics, and the course topics more explicit, both in the course schedule (syllabus pg. 13-15) and in the course description (syllabus pg. 1). They would like to see more “signposting” for students that explains how disparate topics like food deserts, pornography, and the human voice are related to embodiment, REGD issues, and to one another. The Panel sees that many of these topics *could* be a part of embodiment, but they would like more information about how these topics will be employed in the discussion of topics such as race, ethnicity, power, privilege, and different bodies (transgender, intersex, etc.)

We have added detail in the syllabus and submission form on these connections, but the Panel surely recognizes that the connections between course material and topics are made in class itself. The syllabus is a course plan and explanation of ELOs and assignments/expectations, but not an embedded, weekly pedagogical practice. Thinking, writing, and discussion are the tools shared with students through the course Carmen page, in the weekly content and in lectures, and in discussion with each other, where students engage in making connections themselves as new perspectives are gained. Of course, as a highly expert, interdisciplinary department teaching courses on the intellectual and political necessity and urgency of making connections between what dominant society deems disparate, insisting on the centrality of the body and embodied experience sits at the core of our pedagogical mission. The feedback from the Panel is appreciated, and more explanation is provided in the submission form on these topics. Yet, it seems a stretch to suggest that pornography, food, voice, or any topic that a WGSS instructor chooses for this class, needs to be justified in depth in the syllabus itself. This work is for the semester, and indeed is done largely through the interactions between students. Part of what we do best in WGSS is to teach students to see the world in entirely new ways – for example, food will never be the same for 2327 students again, as they will see what is on their plate and in their mouths as products of colonialism, capitalism, and globalization. I also note that we are the only ASC department to my knowledge that requires graduate instructors to take a graduate-level pedagogy course before they teach. We train our students and ourselves in the pedagogy of making connections between topics as a feminist teaching practice. This point made by the Panel seems more a hesitation to trust our department to do the excellent work to “signpost” content and beyond – indeed, an inadequate word in comparison to what actually happens in the feminist and ant-racist classroom.

3. The Panel requests that the GE submission form be altered to give more information about why certain topics are emphasized in the course. They note that much of the information on the form is focused on assignment parameters as they are presented to students, and they would like more information about how assignments such as the food map are related to race, ethnicity, gender, intersectionality and the body.

The revised form has considerably more information. I would also add that any 'certain' topic is the choice of the instructor – much like what novels to teach in an English class, the topics in this course are pedagogical tools and not themselves the conceptual frameworks for understanding the body. Therefore, the Panel's concern here as I see it is more about how the course illustrates gender, race and ethnicity's impingement on and relevance to embodiment and the body. The conceptual readings and lecture content provide these frameworks, and the assignments provide students with opportunities to practice their new language and knowledge (and instructors obviously then assess students' success in doing so). The assignments provide guidelines for how students should guide their work in terms of the content precisely through gender, sexuality, ethnicity and race. More detail in the submission should clarify this guidance and illustrate to the Panel that there is NO successful assignment in this course without a full engagement with gender, sexuality, race, and ethnicity.

4. The Panel requests that the department include full bibliographic information for the assigned readings.

Done.

5. The Panel asks that the department amend the attendance and participation requirements. Currently, the syllabus (pg. 4 under "Attendance and participation requirements") reads "Participating in synchronous class sessions: at least seven class sessions;" the Panel kindly asks the department to clarify whether this means that students must *attend* at least seven class sessions, or whether they must actively speak/contribute to classroom discussion during at least seven different meetings of the class over the course of the semester.

Done.

6. The Panel asks that the department include the anticipated day/time structure of the synchronous class meetings in the heading information on the first page of the syllabus (i.e. WF 9:10-10:30 or MWF 11:10-12:05). While the Panel understands that this is an approximation at best, it is necessary to determine whether the department is planning the appropriate amount of direct instruction.

Done.

Respectfully,

Mary Thomas, Associate Professor



# SYLLABUS

## WGSST 2327

Embodying Gender, Race, and Ethnicity

Spring 2022

3 credit hours

Online Synchronous

Tuesdays and Thursdays 9:35am-10:55am

### COURSE OVERVIEW

#### Instructor Information

Instructor: Anne Van

Pronouns: she/hers

Email address: [van.78@osu.edu](mailto:van.78@osu.edu) (preferred contact method)

Office hours: Thursdays 1pm-3pm, or by appointment

#### Course description

In this discussion-based course, students will explore how the human body is a site of power relations and knowledge production. The class especially focuses on how the body signifies social constructions of difference including, but not limited to, race, gender, sexuality, and ethnicity. The body is also one's own personal site of experience and relation, with intimate meanings produced through senses like sight, touch, smell, taste, hearing, feeling. The experience of sense and embodiment changes dramatically through spatial contexts, locations, and in relation to others and to objects. Thus, the class considers a wide range of embodied experience and body meanings in order for students to gain new perspectives on the connections between their body, others' bodies, location, and relation. This course also aims for students to recognize and understand how categories of social difference are intersectional, shifting, and shaped by hierarchies of power and oppression both in the United States and transnationally. Students will engage with historical and contemporary topics like beauty ideals, segregation, food deserts, and vocal. While a feminist perspective on the body and embodiment provides insight about ourselves and the world, it also allows us to understand how the racialized, gendered, sexualized, and ethnic body is a political battleground. Drawing from feminist theories and their own lived experiences, students will consider how body politics inform social, cultural, and political institutions including government and law, housing, food, media, and healthcare. We will consider how systems of inequalities and feminist social movements for change impact our understandings of the body by thinking through the following questions:

- How do we make sense of ourselves and others?

- How do social inequalities inform our understanding of our bodies?
- How can we use a feminist lens to better understand the movement of power in relation to the body?

## Course learning outcomes

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

- Interrogate a variety of dominant narratives especially as relating to sex, gender, sexuality, disability, race, ethnicity, nation, class, etc.
- Articulate how lived experiences and material realities of marginalized people have shaped knowledge production.
- Analyze how categories of social difference (including, but not limited to gender and sexuality) are created and upheld by differentials of power
- Interrogate the category of “women of color.”
- Engage in feminist ways of thinking and acting.

### General Education

This course fulfills two general education Foundation requirements: Historical or Cultural Studies and Race, Ethnicity and Gender Diversity.

### Historical or Cultural Studies

This course satisfies the **Cultural Studies GE** and its associated outcomes by providing feminist tools and opportunities for students to practice their critical thinking skills in analyzing how power shapes their everyday lives.

Students read about, discuss, and analyze the cultural practices of groups marginalized by gender, sexuality, race, ethnicity, geography, and income among other categories. Students learn to recognize cultural assumptions and common knowledge as socially constructed in historical, cultural, political, scientific, and aesthetic contexts. Readings, viewings, and activities introduce students to new and understudied ideas and feminist analytical tools to locate those practices, assumptions, and ideas within systems of power. Students also recognize and describe counter-narratives in order to develop their own critical perspectives on more just approaches to cultural studies.

**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 Outcomes

- 1.1B Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.
- 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.
- 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.
- 1.4B Successful students are able to evaluate social and ethical implications in cultural studies.



## **Race, Ethnicity and Gender Diversity**

This course approaches a study of the body from the perspective of feminist movements that challenge the systematic marginalization of people based on gender, sexuality, race, ethnicity, indigeneity, dis/ability, geography, and income. Students learn to explain how categories of social difference shape each other's meanings through a feminist analytic framework of intersectionality. The course examines how social and political inequalities inform our understandings of our own and others' bodies. Students learn to utilize a feminist lens to confront the power that categories of difference enact on bodies and people, especially gender, sexuality, race, and ethnicity.

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

### **Expected Learning Outcomes**

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

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

### **Expected Learning Outcomes**

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

### **“Old” General education goals and expected learning outcomes**

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

- Goal: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.
- GE Learning Outcomes
  - Students analyze and interpret major forms of human thought, culture and expression.
  - Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course satisfies the **Culture and Ideas GE** and its associated outcomes by providing feminist tools and opportunities for students to practice their critical thinking skills in analyzing how power shapes

their everyday lives.

## HOW THIS ONLINE SYNCHRONOUS COURSE WORKS

**Mode of delivery:** This course is 100% online. Students are expected to attend synchronous Zoom sessions.

**Pace of online activities:** This course is divided into **weekly modules** released at the same pace of synchronous class sessions. Students are expected to keep pace with weekly deadlines.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://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:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Participating in synchronous class sessions: AT LEAST SEVEN CLASS SESSIONS**  
This course meets twice a week synchronously. While attendance is not mandatory, students gain points for active participation in class meetings online. To earn full points for class participation, you are required to thoughtfully and respectfully contribute to class discussion during *at least* seven synchronous class sessions. After the seven-class requirement is met, you may earn extra credit for additional participation. Thus, you are amply rewarded for participating actively in all class sessions.
- **Office hours: OPTIONAL**  
My office hours are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### Required

- No textbook is required for the course. All readings will be posted online in Carmen, organized by module.

### Course technology

## Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

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

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://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](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

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

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at

614-688-4357(HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Syllabus and Introductory Quiz	5
Synchronous Participation	35
Course Connections	100
Media Impact Reflection	15
Midterm Feedback Survey	5
Food Map Essay	15
FINAL: The Body is Political	25
Total	<b>200</b>

See course schedule below for due dates.

### Descriptions of major course assignments

#### Syllabus Quiz and Introduction Survey (5 points)

**Description:** Students will complete a syllabus quiz at the beginning of the semester. This quiz checks if students understand important aspects of the syllabus. The quiz will also ask students to answer introductory questions about themselves. Quizzes will be graded for completion.

**Academic integrity and collaboration:** Please refer to Carmen for academic integrity and collaboration guidelines

#### Synchronous Participation (5 points each/35 points total)

**Description:** Students will participate in synchronous class sessions based on criteria established on the first day of class. To receive full points for synchronous participation, students must meet the criteria 7 different sessions; students cannot earn more than 5 points

in one session. After the course requirement of 35 points is met, students can earn extra credit for additional participation at the rate of 1 point per session.

**Academic integrity and collaboration:** Please refer to Carmen for academic integrity and collaboration guidelines

### **Course Connections (10 points each/100 points total)**

**Description:** Students will draw connections amongst the readings, lecture, and class activities in these module assignments in a short write up. Each course connections will have its own page and set of instructions.

**Academic integrity and collaboration:** Please refer to Carmen for academic integrity and collaboration guidelines

### **Media Impact Reflection (15 points)**

**Description:** Students will reflect on how their chosen media artifact informs their understanding of race and gender. In this reflection, students will define and apply course concepts to analyze the role of media in their understanding of the relationship between power and bodies.

**Academic integrity and collaboration:** Please refer to Carmen for academic integrity and collaboration guidelines

### **Midterm Feedback Survey (5 points)**

**Description:** Students will complete an anonymous survey with feedback on the instructor's teaching and the course content thus far. Responses will be automatically made anonymous by Carmen and students will be graded for completion.

**Academic integrity and collaboration:** Collaboration is not allowed for this assignment.

### **Food Map Essay (15 points)**

**Description:** Students will produce a map of historical-geographical events (like colonialism, slavery, migration, globalization) to understand the relation between power and sense of taste and pleasure as embodied practices and experience. Students will propose their choice of food with the instructor and then will also write an essay that provides more details and depth to accompany their food map.

**Academic integrity and collaboration:** Please refer to Carmen for academic integrity and collaboration guidelines

## Food Map Essay (15 points)

**Description:** The assignment parallels the feminist concept of "the personal is political," meaning patterns of personal experiences indicate structural, political influences and consequences. Students will select a topic to demonstrate the influence of social inequalities and discuss how the body is political using course concepts and critical analyses.

**Academic integrity and collaboration:** Please refer to Carmen for academic integrity and collaboration guidelines

## Late assignments

Late submissions will be accepted, but the following late policy applies:

Every student is allowed two 72-hour extensions – no questions asked. Students must notify the instructor that they will be using an extension by email before the deadline. If students need more time after the extension due to extenuating circumstances, please email the instructor to discuss possible options. If students submit an assignment late without and/or past an extension, two points will be deducted automatically from the student's earned points. For example, a student who earned 9/10 points on their late assignment would receive a 7/10. All late work must be turned in by 4/27 at 11:59pm

## 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**.
- **Discussion board:** I will check and reply to messages in the discussion boards only when necessary. You can expect direct feedback via grading comments on Carmen.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

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

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

### 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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

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

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

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

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](mailto:titleix@osu.edu).

## Mandatory reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my

goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

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

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

## **Land Acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville 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 warning**

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

## Your mental health

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

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

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

### Accessibility of course technology

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

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

# COURSE SCHEDULE

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

A full bibliography is provided at the end of the syllabus for the readings.

Theme	Week	Dates	Topics, Readings, Assignments, Deadlines
Foundations	1	1/11-1/16	<p><b>Course Introduction</b>            1/11 - FIRST DAY LECTURE: Introductions and Course Planning            READ: "Body Politics"            1/13 - LECTURE: The Body and Knowledge Production</p> <p>1/16 at 11:59pm:            Syllabus and Introduction Quiz</p> <p>1/16 at 11:59pm:            Course Connections Week 1</p>
	2	1/18-1/23	<p><b>Critiques of Power and Privilege from the Margins</b>            READ: "Waking Up to Whiteness and White Privilege"            READ: Excerpts from "Mapping the Margins"            READ: Combahee River Collective Statement            1/18 and 1/20 - LECTURE: Connecting Theory to Life</p> <p>1/23 at 11:59pm:            Course Connections Week 2</p>
Sight	3	1/25-1/30	<p><b>Attraction and Desire</b>            READ: "Redefining Difference"            READ: Three Reasons Dating, Attraction, and Desire are Always Political            READ: The Birth of Biopolitics            1/25 - LECTURE: The Personal is Political</p> <p>1/30 at 11:59pm:            Course Connections Week 3</p>
	4	2/1-2/6	<p><b>Beauty and Discipline</b>            READ: Revisiting Bartky on Foucault            READ: The Global Beauty Industry: Introduction            2/1 - LECTURE: Beauty and Discipline</p> <p>2/6 at 11:59pm:            Course Connections Week 4</p>
	5	2/8-2/13	<p><b>Independent Work Week</b>            2/13 at 11:59pm: Media Impact Reflection</p>

Taste/Smell	6	2/15-2/20	<p><b>Colonialism in Food</b>  READ: What Is Colonialism? A History of Violence, Control and Exploitation  READ: Colonization, Food, and Eating  READ: Settling the Table: Northern Food Subsidy Programs and the (Re)Colonisation of Indigenous Bodies  2/15 - LECTURE: Colonialism in Food</p> <p>2/20 in class:  Course Connections Week 6</p>
	7	2/22-2/27	<p><b>Food, Smell, and Identity</b>  READ: America's Anti-Chinese Bigotry has a Very Old Stench  READ: America's Panda Express Palate: Tracing the Evolution of Chinese American Identity through Cuisine  2/22 - LECTURE: Food, Smell, and Identity</p> <p>2/27 at 11:59pm:  Food Map Essay Check-In</p>
Space/Vestibular	8	3/1-3/6	<p><b>Food Deserts and Insecurities</b>  READ: Food Deserts and Inequality  READ: How Hunger Affects Native American Communities  3/1 - LECTURE: Food Deserts and Insecurities</p> <p>3/6 at 11:59pm:  Midterm Feedback Survey</p>
	9	3/8-3/13	<p><b>Gentrification and Segregation</b>  READ: Stanford Professor's Study Finds Gentrification Disproportionately Affects Minorities  READ: Systemic Inequality: Displacement, Exclusion, and Segregation  3/8 - LECTURE: Gentrification and Segregation</p> <p>3/13 at 11:59pm:  Course Connections Week 9</p>
	10	3/14-3/20	<p><b>Spring Break</b></p> <p>3/20 at 11:59pm: Food Map Essay</p>
Touch	11	3/22-3/27	<p><b>Pornography and Violence</b>  READ: If You Ignore Porn, You Aren't Teaching Sex Ed  READ: Colonizing Black Female Bodies Within Patriarchal Capitalism: Feminist and Human Rights Perspectives  WATCH: <i>Pornland</i>  3/22 - LECTURE: Gendered Violence</p> <p>3/27 11:59pm:  Course Connections Week 11</p>

Touch	12	3/29-4/3	<p><b>Medical Racism and Sexism</b>          LISTEN: Remembering Anarcha, Lucy, and Betsey          WATCH: The US Medical System is Still Haunted by Slavery          3/29 - LECTURE: Medical Racism and Sexism</p> <p>4/3 at 11:59pm: Course Connections Week 12</p>
	13	4/5-4/10	<p><b>Independent Work Week</b>          Students are required to meet with the instructor about the final assignment during this week.          Please check Carmen to reserve a timeslot to meet.          Please contact the instructor via email with questions or concerns.</p>
Sound	14	4/12-4/17	<p><b>The Sound of Discrimination</b>          READ: Can You Hear Segregation and Intolerance          READ: Why Policing the Way Voices Sound Has to Stop          4/12 - LECTURE: The Sound of Discrimination</p> <p>4/17 at 11:59pm:          Course Connections Week 14</p>
	15	4/19-4/24	<p><b>Protest, Activism, Semester Wrap-Up</b>          INTERACT: Protest and Politics Sound Map          READ: The New Sounds of Protest and Hope          4/19 – LECTURE – Protest and Activism</p> <p>4/24 at 11:59pm:          Course Connections Week 15</p> <p>4/27 at 11:59pm:          All late work</p>
			<p><b>FINAL: The Body is Political due Monday May 2nd at 11:59pm</b></p>

## Bibliography

- Benard, Akeia. "Colonizing Black Female Bodies Within Patriarchal Capitalism: Feminist and Human Rights Perspectives." *Sexualization, Media, & Society.*, December 2016.  
<https://doi.org/10.1177/2374623816680622>.
- Burnett, Kristin, and Lori Chambers. "Settling the Table: Northern Food Subsidy Programs and the (Re)Colonisation of Indigenous Bodies." *Critical Race and Whiteness Studies: The White Man's Burden After Race* 11, no. 1 (2015).
- Combahee River Collective. *The Combahee River Collective Statement: Black Feminist Organizing in the Seventies and Eighties*, 1986.
- Crenshaw, Kimberle. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43, no. 6 (July 1991): 1241.  
<https://doi.org/10.2307/1229039>.
- Dines, Gail. *Pornland*. Media Education Foundation, 2014.
- Feder, Sandra. "Stanford Professor's Study Finds Gentrification Disproportionately Affects Minorities." *Stanford News*, December 1, 2020. <https://news.stanford.edu/2020/12/01/gentrification-disproportionately-affects-minorities/>.
- Food is Power Organization. "Colonization, Food, and the Practice of Eating." Accessed May 31, 2022.  
<https://foodispower.org/our-food-choices/colonization-food-and-the-practice-of-eating/>.
- Foucault, Michel, and Michel Senellart. *The Birth of Biopolitics: Lectures at the Collège de France, 1978-79*. Basingstoke [England] ; New York: Palgrave Macmillan, 2008.
- Gleig, Ann. "Waking Up to Whiteness and White Privilege." *UCF Today*, October 7, 2020.  
<https://www.ucf.edu/news/waking-up-to-whiteness-and-white-privilege/>.
- Move for Hunger Organization. "How Hunger Affects Native American Communities." Accessed May 31, 2022. <https://moveforhunger.org/one-in-4-native-americans-is-food-insecure>.
- Hsu, Hsuan. "America's Anti-Chinese Bigotry Has a Very Old Stench." *Zócalo Public Square*, February 25, 2021. <https://www.zocalopublicsquare.org/2021/02/25/anti-chinese-bigotry-olfactory-racism/ideas/essay/>.
- Jha, Meeta Rani. "Introduction." In *The Global Beauty Industry: Colorism, Racism, and the National Body*. Framing 21st Century Social Issues. London: New York, NY : Routledge, Taylor & Francis Group, 2016.
- Lorde, Audre. "Age, Race, Class, and Sex: Women Redefining Difference." In *Sister Outsider: Essays and Speeches*, 114–23. Crossing Press, 1984.
- McAlpine, Kat, and Art Jahnke. "Why Policing the Way Voices Sound Has to Stop." *The Brink*, September 17, 2020. <https://www.bu.edu/articles/2020/why-policing-the-way-voices-sound-has-to-stop/>.
- Ney, Jeremy. "Food Deserts and Inequality." *Medium*, January 31, 2021.  
<https://jeremybney.medium.com/food-and-inequality-904a171cce9c>.
- Orenstein, Peggy. "If You Ignore Porn, You Aren't Teaching Sex Ed." *The New York Times*, June 14, 2021.  
<https://www.nytimes.com/2021/06/14/opinion/sex-ed-curriculum-pornography.html>.
- Osman, Jamila. "What Is Colonialism? A History of Violence, Control and Exploitation." *TeenVogue*, October 11, 2020. <https://www.teenvogue.com/story/colonialism-explained#:~:text=Colonialism%20is%20defined%20as%20%E2%80%9Ccontrol,to%20live%20on%20that%20land>.
- Pelin Arı, Gülşah. "Body Politics." *Medium*, December 20, 2020. <https://medium.com/inhabiting-the-extreme-world/body-politics-31083294f662>.
- Powers, Ann. "The New Sounds Of Protest And Hope." *National Public Radio*, June 5, 2020.  
<https://www.npr.org/2020/06/05/870259123/the-new-sounds-of-protest-and-hope>.
- Cities and Memory. "Protest and Politics Global Sound Map." Accessed May 31, 2022.  
<https://citiesandmemory.com/protest/>.

- Riechers, Mark. "Can You Hear Segregation and Intolerance." *Wisconsin Public Radio*, May 10, 2019. <https://www.wpr.org/can-you-hear-segregation-and-intolerance>.
- Solomon, Danyelle, Connor Maxwell, and Abril Castro. "Systemic Inequality: Displacement, Exclusion, and Segregation." *Center for American Progress Institute*, August 7, 2019. <https://www.americanprogress.org/article/systemic-inequality-displacement-exclusion-segregation/>.
- Tadros, Alexandra. "Revisiting Bartky on Foucault: The Production and Discipline of Fertility." *Public Seminar*, March 21, 2018. [https://publicseminar.org/2018/03/revisiting-bartky-on-foucault/#:~:text=Bartky%20utilizes%20Michel%20Foucault's%20theory,own%20\(gaze\)%20as%20well](https://publicseminar.org/2018/03/revisiting-bartky-on-foucault/#:~:text=Bartky%20utilizes%20Michel%20Foucault's%20theory,own%20(gaze)%20as%20well).
- Tan, Annie. "America's Panda Express Palate: Tracing the Evolution of Chinese-American Identity through Cuisine." *Columbia Political Review*, May 1, 2020. <http://www.cpreview.org/blog/2020/5/americas-panda-express-palate-tracing-the-evolution-of-chinese-american-identity-through-cuisine>.
- Vedantam, Shankar, Maggie Penman, Jennifer Schmidt, Tara Boyle, Rhaina Cohen, and Chloe Connelly. *Remembering Anarcha, Lucy, and Betsey: The Mothers of Modern Gynecology*. Hidden Brain. Accessed May 31, 2022. <https://www.npr.org/2017/02/07/513764158/remembering-anarcha-lucy-and-betsey-the-mothers-of-modern-gynecology>.
- Vox. *The US Medical System Is Still Haunted by Slavery*, 2017. <https://www.youtube.com/watch?v=IfYRzxeMdGs>.
- Ziyad, Hari. "Three Reasons Dating, Attraction, and Desire Are Always Political." *Everyday Feminism*, April 4, 2016. <https://everydayfeminism.com/2016/04/attraction-desire-political/>.



# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

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

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

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

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

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

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

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

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

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

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

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

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

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

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

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

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

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

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

#### **A. Foundations**

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

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

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

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

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

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

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

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

**Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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

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

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

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

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

**A. Foundations**

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



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

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

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

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

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

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

**Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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

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

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

**Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.** Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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

**Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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

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

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

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

### A. Foundations

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

### B. Specific Goals of Writing and Information Literacy

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

**A. Foundations**

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

**B. Specific Goals**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **A. Foundations**

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

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

## **B. Specific Goals for Natural Sciences**

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

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

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

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

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

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

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

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

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

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

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



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

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

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

**A. Foundations**

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

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

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

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

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

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

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

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

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

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