

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	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

Sought Concurrence

No

[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)

Comments

- 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)*

COURSE CHANGE REQUEST
2327 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/07/2022

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
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/07/2022 02:52 PM	ASCCAO Approval



SYLLABUS

WGSST 2327

Embodying Gender, Race, and Ethnicity

Spring 2022

3 credit hours

Online Synchronous

COURSE OVERVIEW

Instructor Information

Instructor: Anne Van

Pronouns: she/hers

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

Office hours: Thursdays 9am-11am, or by appointment

Course description

This discussion-based course serves as an opportunity to explore how our bodies can be a site of knowledge production. In this course, we will learn theories within the discipline and critically examine social institutions and ourselves through a feminist lens. We will consider how systems of inequalities impact our understandings of the world 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

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 and 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 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.

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.

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), 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**
You are expected to thoughtfully and respectfully contribute to synchronous class discussion during lecture. After the requirement is met, you may earn extra credit for additional participation.
- **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, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help

- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

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

Required equipment

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

Required software

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

Carmen access

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

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

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND 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	200

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 map the historical events that influence their chosen food item after checking in with the instructor about the viability of their chosen food item. They 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)
- 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 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. 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	Dates	Topics, Readings, Assignments, Deadlines
1	1/11-1/16	<p>Course Introduction 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>Critiques of Power and Privilege from the Margins READ: "Waking Up to Whiteness and White Privilege" READ: Excerpts from "Mapping the Margins" 1/18 and 1/20 - LECTURE: Connecting Theory to Life</p> <p>1/23 at 11:59pm: Course Connections Week 2</p>
<p>Instructor's Note: Starting 1/25, the class will meet synchronously only on Tuesdays and students can use Thursdays to meet with the instructor and/or work on asynchronous class activities.</p>		
3	1/25-1/30	<p>Attraction and Desire READ: "Redefining Difference" READ: Three Reasons Dating, Attraction, and Desire are Always Political 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>Beauty and Discipline 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>Independent Work Week 2/13 at 11:59pm: Media Impact Reflection</p>

6	2/15-2/20	<p>Colonialism in Food READ: Colonialism Explained READ: Colonization, Food, and Eating 2/15 - LECTURE: Colonialism in Food</p> <p>2/20 in class: Course Connections Week 6</p>
7	2/22-2/27	<p>Food, Smell, and Identity 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>
8	3/1-3/6	<p>Food Deserts and Insecurities 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>Gentrification and Segregation 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>Spring Break</p> <p>3/20 at 11:59pm: Food Map Essay</p>
11	3/22-3/27	<p>Pornography and Violence READ: If You Ignore Porn, You Aren't Teaching Sex Ed WATCH: <i>Pornland</i> 3/22 - LECTURE: Gendered Violence 3/24 - Information Session on FINAL</p> <p>3/27 11:59pm: Course Connections Week 11</p>
12	3/29-4/3	<p>Medical Racism and Sexism</p>

		<p>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>Independent Work Week 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>
14	4/12-4/17	<p>The Sound of Discrimination 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>Protest, Activism, Semester Wrap-Up 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>FINAL: The Body is Political due Monday May 2nd at 11:59pm</p>		

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)

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)