

Term Information

Effective Term Autumn 2022
Previous Value Spring 2022

Course Change Information

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

REG GE approval and grandparenting course into Historical & Cultural Studies (per its original Legacy GE designation in Cultures and Ideas).

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. Additionally we intended to have the course grandparented into the Historical & Cultural Studies GE at time of submission.

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 2400
Course Title Higher Power: Feminisms & Religion
Transcript Abbreviation Feminisms&Religion
Course Description Why is studying religion important to feminism? What is religion and why should people interested in the study of feminism take it seriously? We will explore the history and current understandings of the term 'religion' in different parts of the world and its relationship to feminism, and we will examine our own assumptions and previous conceptions of what religion means and what 'counts.'

Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 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
Less than 50% 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
Previous Value [Columbus](#)

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
Culture and Ideas; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:
Culture and Ideas
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Recognize ways that religious experience, practice, ideas, and institutions have shaped women's lives.
- Think critically about the significance that gender and sexuality have played in religious thought, symbol, and ritual.
- Recognize the ways that "religion" has operated historically and contemporarily as a category of social power and difference together with gender, sexuality, and race.
- Understand what it means to use religion as a feminist category of analysis.
- Articulate why religion is important for the study of women, gender, sexuality, and feminism.
- Articulate why it is important to study religion through the analytical lenses of gender, race, and sexuality.

COURSE CHANGE REQUEST
2400 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/24/2022

Content Topic List

- What is Religion & Why Should Feminists Care?
- Gendered Bodies and Spirits in the Ancient World
- Gender, Blood, and Sex in Early Modern Imperialism
- Gender Difference and Sexual Deviance in Colonial Latin America
- Feminist and Sex-Positive Theology
- Anti-Feminist & Sexually Conservative Theology
- Religion, Spirituality, & Politics
- Queering Theology & Religious Experience
- Gendered Bodies and Trancendence
- Gendered Time & Sacred Time
- Gendered Space & Sacred Space

Sought Concurrence

No

Previous Value

Yes

Attachments

- WGSST 2400 REGD GE Submissions Form.pdf: 2400 REGD GE Submission Form
(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jackson Ryan)
- WGSST 2400 Delgado Syllabus (AU22) REGD GE ASCC Revised.docx: 2400 Revised Syllabus
(Syllabus. Owner: Stotlar, Jackson Ryan)

Comments

- Revised syllabus with contingencies addressed attached.

WGSS curriculum and curriculum mapping tags can be viewed here: <https://airtable.com/shrDYSv00kXlqCsfe> *(by*

Stotlar, Jackson Ryan on 05/13/2022 03:53 PM)

- See feedback email sent to department 5/7/2022 RLS *(by Steele, Rachel Lea on 05/07/2022 11:55 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jackson Ryan	04/11/2022 03:34 PM	Submitted for Approval
Approved	Winnubst, Shannon	04/11/2022 03:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/21/2022 02:21 PM	College Approval
Revision Requested	Steele, Rachel Lea	05/07/2022 11:55 AM	ASCCAO Approval
Submitted	Stotlar, Jackson Ryan	05/13/2022 03:53 PM	Submitted for Approval
Approved	Winnubst, Shannon	05/18/2022 11:45 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/24/2022 05:03 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/24/2022 05:03 PM	ASCCAO Approval



SYLLABUS

WGSST 2400: HIGHER POWER - FEMINISMS & RELIGION

AUTUMN 2022

3 CREDIT HOURS

IN PERSON

Course overview

Class Information

Format of instruction: Lecture

Meeting Days/Times: TR, 11:10-12:30

Instructor

Instructor: Jessica Delgado

Email address: delgado.92@osu.edu

Office hours: By appointment

Course description

Why is understanding the role of religion in society important to a decolonial and anti-racist feminist study and praxis? What do we mean by “religion” and why should people interested in the study of gender, race, class, and sexuality take it seriously? How does religion fit into categories and social hierarchies difference and power?

This course will address these questions in a variety of ways, including: 1) what scholars of religion have contributed to critical race and gender studies; 2) What scholars of critical gender, race, and sexuality studies have contributed to the study of religion; 3) how religious ideas, practices, and institutions have shaped ideas about gender, race, and sexuality in various times and places; 4) the role of religious communities, rituals, and networks in liberation movements seeking to critique and oppose heteropatriarchy, colonialism, and white supremacy; and 5) the historical and ongoing relationship between religion, race, gender, and sexuality.

Material for this course will include historical studies of geographically diverse cultures; fiction and other literary texts, including film and other audio-visual material; representations and studies of popular culture; as well as examples of political analysis and social life as represented in media. We will explore the history and current understandings of the term “religion” in different parts of the world and its relationship to decolonial and anti-racist feminisms. And we will examine our own assumptions and previous conceptions of what religion means, what “counts” and doesn’t count as religion, and the role of religion and spirituality in society in relation to gender, race, sexuality, and feminism.

Course learning outcomes

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

- Recognize ways that religious experience, practice, ideas, and institutions have shaped ideologies of gender and the histories of race and racism.
- Think critically about the significance that gender, race, ethnicity, and sexuality have played in religious thought, symbol, and ritual.
- Recognize the ways that “religion” has operated historically and contemporarily as a category of social power and difference together with gender, sexuality, race and ethnicity.
- Understand what it means to use religion as a feminist category of analysis.
- Articulate why religion is important for the study of women, gender, sexuality, race, and feminism.
- Articulate why it is important to study religion through the analytical lenses of gender, race, and sexuality.

General Education

GE Foundations: Race, Ethnicity and Gender Diversity

GE 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.

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

GE 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 ethical implications of studying race, gender, and ethnicity.
- 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs or behaviors.
- 2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others.

The course will satisfy these outcomes in the following ways:

- 1) examining ways that religious thought, cultures, and expression (in the form of religious discourse, practice, institutions, and experience) have shaped beliefs, perceptions, and norms related to race, ethnicity, gender and sexuality.
- 2) examining feminist, anti-racist, and queer critical engagement with religion and religious traditions.
- 3) analyzing the impact of feminist, anti-racist and decolonial theory on the study of religion.
- 4) analyzing the ways religious culture, thought, and expression have shaped women's lives and feminism, with particular attention to women in the global south and women of color in the US.
- 5) analyzing the impact of feminist and anti-racist movements on specific religious traditions and communities.
- 6) analyzing the particular examples of religion as sites of feminist, anti-colonial, and anti-racist organizing.
- 7) examining the ways that religious discourse has been an important part of racial and gendered hierarchies and ideologies around the world.
- 8) analyzing the ways that racialized and gendered discourses continue to shape religious institutions, communities, and practices.
- 9) learning about the ways that religious beliefs and discourse both uphold and challenge white supremacy and patriarchy within contemporary society.
- 10) examining the impact on people's lives of racism and patriarchy within particular religious traditions.

- 11) examining the impact of religious discourse related to race, gender, and ethnicity on society, communities, and individuals.

GE Category: Historical or Cultural Studies

GE 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.

GE 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.

The course will satisfy these outcomes in the following ways:

- 1) Students will analyze and interpret how religious thought, cultures, and expression have shaped beliefs, perceptions, and norms related to gender, sexuality, and race.
- 2) Students will analyze the ways religious culture, thought, and expression have shaped women's lives and the history of feminism.
- 3) Students will read and respond to feminist and queer theoretical critiques of and engagements with religious traditions and ideas from different times and places.
- 4) Students will analyze the impact of feminist movements and theory on of religion as practiced in society and on the academic study of religion.
- 5) Students will work with primary and secondary sources to think critically and comparatively about religion, as found in a variety of cultural and historical periods, contexts, and events, and its impact on perception, beliefs, and behavior related to categories of social power (such as gender, sexuality, race, and ethnicity).
- 6) Students will analyze and formulate questions and opinions about the social and ethical implications of religion's impact on society and power dynamics related to gender and sexuality.

Course materials and technologies

Required

- All required readings will be provided on Carmen

Course technology

Technology support

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

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- 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.

Assignments, Grading, and instructor response

Assignments:

Reading Response Journal: Students will keep a handwritten journal of their responses to course readings. You are invited to include questions, observations, responses/reactions, and ideas inspired in real time as you read. These observations should be substantive and engaged. You will not be graded on grammar, spelling, or writing mechanics. The purpose of this exercise is for you to keep track of your changing thoughts and curiosities as you move through the semester and to assist you in discussions with other students. Students will bring their response journal to class with them every class day and get into the habit of using it and referring to it during class discussion. We will use it for group activities in class, and the instructor will collect it twice during the semester.

Short Writing Assignments: There are two options for the three short writing assignments students can choose from.

Option 1) Students who wish to work on their essay-format writing can use these assignments to do so. Those choosing this option will work with the instructor to choose a topic that interests them, and which allows you to engage with course material. **The first writing assignment** will be an initial draft of an essay focusing on your chosen topic and engages with at least one assigned reading. Please see Carmen for posted guidelines and tips for essay writing. Students will submit this paper to the instructor and exchange it with another student who has chosen this option for peer review. **The second writing assignment** will consist of notes for your peer's paper and revisions of your own paper. **The third writing assignment** will be a final revision of this paper with significant changes. This can take the form of incorporating additional reading material, tackling an expanded version of the argument, or simply a thorough structural re-writing. This will vary depending on what is needed. Before beginning this final revision, students will meet for 15 minutes with the instructor.

Option 2) Students who want to work on other forms of writing can use these assignments to do so. Those choosing this option will respond to a series of prompts designed to inspire short reflections of various kinds. These can include blog post entries, poems, short (1 page) arguments, letter-to-the-editor type opinion pieces, fictional entries, or imagined correspondence (to a friend, colleague, elected official, etc.) Students should choose a different format for each assignment (**Writing Assignment 1; Writing Assignment 2; Writing Assignment 3**), and each of these assignments should total roughly 2-3 pages of text, double spaced, 12 point font.

Final assignment: The final assignment can take one of the following forms:

- 1) A 6-8 page written essay. This can be an expansion of option 1 that incorporates additional course material or outside reading. It can also be an essay on a new theme, problem, or topic that engages course material and concepts.
- 2) A short story or series of poems engaging course themes.
- 3) A 10-15 minute oral presentation on a topic related to the course which engages both course material and outside reading relevant to the student's interests. This could take several forms, including: a short lecture (designed for a course or Ted Talk or other professional or organizational setting); a group exercise introduced and led by the student that clearly incorporates and showcases the students preparation; a poster or conference presentation; a poetry or short story reading of students original work written for this class and related to course material; a dramatic performance of text written by the student. **Other formats will be considered in consultation with the instructor.**
- 4) An alternative creative project related to course material combined with a short, written component (1-2 pages). This could be visual, digital, material, or performative in form. This could include short films or recordings of dance or other performance, works of visual or material arts of a variety of formats, and digital projects of a variety of formats. **This option must be completed in consultation with the instructor.**
- 5) A collaborative project. Collaborative projects can take any of the above forms and must include at least 3 and no more than 5 students. The group should meet and decide their basic format and division of labor, then meet with and submit a plan to the instructor. The instructor will provide individual feedback and guidelines for workload and individual evaluation for team members depending on the kind of project the group is planning.

Grades

Assignment or category	Points
Reading Response Journal (Collected twice)	20

Assignment or category	Points
First 2-3 page writing assignment	10
Second 2-3 page writing assignment	10
Third 2-3 page writing assignment	10
Final project	25
Group Work Participation	25
Total	100

See course schedule, below, for due dates

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

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

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-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**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Class format, attendance, and participation.

Class format and Participation:

The class will meet twice a week. The first session will consist of interactive lectures and the second session will consist of group work and discussion. Students will be organized into working groups on the first day of class, and these groups will remain consistent throughout the semester. Your participation grade for the class will be made up by class attendance on both days and active participation in group work discussions and in-class collaborative activities.

You will be graded for your participation on the criteria of effort, commitment, and curiosity. We will discuss these criteria at length on the first day of class and return to this discussion throughout the semester. You will have the opportunity to frequently self-evaluate according to these criteria, and I will meet with each of you individually between the 3rd and 6th week of the semester to discuss your self-evaluation and my observations.

Absences:

If you need to miss class, please email me before class whenever possible, and get in touch with your group to make up that day's activities.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug. 24-27	<p><u>Course introduction: What is Religion & Why Should Feminists Care?</u></p> <p>Required Reading:</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Selections from Darlene Juschka, <i>Feminism in the Study of Religion: A Reader</i>
2	Aug. 30-Sept. 3	<p><u>Histories of Religion: Gendered and Racialized Bodies and Spirits in the Ancient World</u></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Selections from Todd Penner and Caroline Vander Stichele (eds.) <i>Mapping Gender in Ancient Religious Discourses</i> • Selections from Jennifer Rea and Liz Clarke, <i>Perpetua's Journey: Faith, Gender, and Power in the Roman Empire</i>, Graphic History Series
3	Sept. 6-10	<p><u>Histories of Religion: Gender, Race, and Sex in Early Modern Imperialism</u></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • María Elena Martínez, <i>Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico</i> <p>DUE:</p> <p>First 2-3 page essay due</p>
4	Sept. 13-17	<p><u>Histories of Religion: Sexual Deviance, Gender, & Racialized Difference in Colonial Latin America</u></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Catalina de Erauso, <i>Lieutenant Nun: Memoir of a Basque Transvestite in the New World</i> • Selected Essays from Zeb Tortorici (ed), <i>Sexuality and the Unnatural in Colonial Latin America</i>
5	Sept. 20-24	<p><u>Racialized Histories of Religion Part I: Those Humans called "Women."</u></p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Selections from Vashudha Dalmia, <i>Hindo Pasts: Women, Religion, Histories</i> • Fiction Selection (TBA)

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p style="text-align: center;">Other Materials:</p> <ul style="list-style-type: none"> • Film (TBA) <p style="text-align: center;">DUE:</p> <p style="text-align: center;">Reading Journal Collected</p>
6	Sept. 27-Oct.1	<p style="text-align: center;"><u>Racialized Histories of Religion Part II: Those Humans called “Men”</u></p> <p style="text-align: center;">Required Reading:</p> <p style="text-align: center;"><i>Alyssa Maldonado-Estrada, Lifeblood of the Parish: Men and Catholic Devotion In Williamsburg, Brooklyn</i>, Introduction, 1-30; Ch. 1, “Turks, Tattos, and the Masculine Body of the Feast,” 31-74; Ch. 2, “Manual Labor and the Artistry of devotion in the Basement,” 74-104; Ch. 4, “Public Masculinities at the Feast,” 138-168</p> <p style="text-align: center;">Other Materials:</p> <ul style="list-style-type: none"> • Film (TBA)
7	Oct. 4-8	<p style="text-align: center;"><u>Religion, Spirituality, & Politics: Feminist and Sex-Positive Theology from Around the World</u></p> <p style="text-align: center;">Required Reading:</p> <ul style="list-style-type: none"> • Selections from Carter Heyward: <i>Touching Our Strength: The Erotic as Power and Love of God</i> • Selections from Kwok Pui-lan, <i>Postcolonial Imagination and Feminist Theology</i> • Maya Rivera, “Ethical Desires: Toward a Theology of Relational Transcendence,” in Virginia Burrus & Catherine Keller (eds.), <i>Toward a Theology of Eros</i>, 255-270 • Selected Poetry of Audre Lorde (TBA) <p style="text-align: center;">DUE:</p> <p style="text-align: center;">Second 2-3 page essay due</p>
8	Oct. 11-15	<p style="text-align: center;"><u>Religion, Spirituality, & Politics: Anti-Feminist, Sexually, and Racially Conservative Theology</u></p> <p style="text-align: center;">Required Reading:</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • R. Marie Griffith, <i>Moral Combat: How Sex Divided American Christians & Fractured American Politics</i> <p style="text-align: center;">Other Materials:</p> <ul style="list-style-type: none"> • News and online Media Sources (TBA) • Possible Film (TBA)
9	Oct. 18-22	<p><u>Religion, Spirituality, & Gender/Race Politics: It's Complicated</u></p> <p style="text-align: center;">Required Reading:</p> <ul style="list-style-type: none"> • Selections from: Stephanie Kirk, <i>Sor Juana Inés de la Cruz and the Gender Politics of Knowledge in Colonial Mexico</i> • Selections from R. Marie Griffith, <i>Evangelical Women and the Power of Submission</i> • Selections from Leila Ahmed, <i>Women and Gender in Islam</i> <p style="text-align: center;">Other Materials:</p> <ul style="list-style-type: none"> • Film (TBA)
10	Oct. 25-29	<p><u>Religion & Sexuality: Queering Theology & Religious Experience</u></p> <p style="text-align: center;">Required Reading:</p> <p>Selections from Lin Marie Tonstad, <i>Queer Theology: Beyond Apologetics</i></p> <p style="text-align: center;">Other Materials:</p> <ul style="list-style-type: none"> • Film (TBA)
11	Nov. 1-5	<p><u>Religion & Sexuality: Gendered Bodies and Trancendence</u></p> <p style="text-align: center;">Required Reading:</p> <ul style="list-style-type: none"> • Sarah Jane-Page and Katy Pilcher, <i>Embodying Religion, Gender, and Sexuality</i> • Selected Poetry and short stories <p style="text-align: center;">DUE:</p> <p style="text-align: center;">Third 2-3 page essay due</p>
12	Nov. 8-12	<p><u>Religion, Race, & Culture: Gendered Time & Sacred Time</u></p> <p style="text-align: center;">Required Reading:</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Sarit Kattan Gribetz, <i>Time and Difference in Rabbinic Judaism</i> , Ch. 3, "Men and Women's Time," 135-187
13	Nov. 15-19	<p><u>Religion, Race, & Culture: Gendered Space & Sacred Space</u></p> <p>Required Reading:</p> <p>Elizabeth Pérez, <i>Religion in the Kitchen: Cooking, Talking, and the Making of Black Atlantic Traditions</i></p> <p>Other Materials:</p> <ul style="list-style-type: none"> • Film (TBA)
14	Nov. 22-26	<p>Catch Up Week & Thanksgiving Break</p> <p>No new assignments or readings</p>
15	Nov. 29-Dec.3	<p><u>Religion and Feminism: What is the Verdict?</u></p> <p>Required Reading:</p> <p>Selections from Darlene Juschka, <i>Feminism in the Study of Religion: A Reader</i></p> <p>DUE:</p> <p>Bibliographic Essay Due</p> <p>Reading Journal Due</p>

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is "the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of

plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources' always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

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

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

Land Acknowledgement

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

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Accommodations for accessibility

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

fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 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 \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Student Support Policies and Resources

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

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

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

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

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

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

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)