

Term Information

Effective Term Autumn 2023
[Previous Value](#) [Autumn 2014](#)

Course Change Information

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

To incorporate this course to the Origins and Evolution theme.

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

The course meets ELOs for the Origins and Evolution Theme.

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	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5609
Course Title	Dental Anthropology
Transcript Abbreviation	Dental Anthropol
Course Description	Evolutionary anthropology of human and non-human primate teeth.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	None.
Previous Value	Prereq: 2200 (200) or equiv, or permission of instructor.
Exclusions	Not open to students with credit for 5643.
Previous Value	Not open to students with credit for 5643 (603.03).
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	26.1303
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

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

[Previous Value](#)

[The course is an elective \(for this or other units\) or is a service course for other units](#)

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will learn tooth identification, odontometry, analysis of tooth morphology, and microscopic analysis. Through paper assignments, you should hone your abilities to analyze and critique studies in the context of larger research issues.
Previous Value	<ul style="list-style-type: none">• Goals NA.
Content Topic List	<ul style="list-style-type: none">• Non-human primates• Odontometry• Hominids• Human biological variation• Primate behavior• Genetics• Physiological stress• Dental morphology• Aging• Microwear• Macrowear
Sought Concurrence	No

Attachments

- 5609 Cover Letter.docx: Cover Letter
(Cover Letter. Owner: Guatelli-Steinberg, Debra)
- Anth 5609 2023_GE.docx: Syllabus NEW
(Syllabus. Owner: Guatelli-Steinberg, Debra)
- New Form submission-origins-evolution_5609.pdf: Submission Form
(Other Supporting Documentation. Owner: Guatelli-Steinberg, Debra)

Comments

- My cover letter outlines my response to the Panel Feedback. *(by Guatelli-Steinberg, Debra on 12/27/2022 12:29 PM)*
- Please see Panel feedback e-mail sent 09/02/22. *(by Cody, Emily Kathryn on 09/02/2022 05:58 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Guatelli-Steinberg, Debra	06/06/2022 04:35 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	06/07/2022 02:50 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/15/2022 02:29 PM	College Approval
Revision Requested	Cody, Emily Kathryn	09/02/2022 05:58 AM	ASCCAO Approval
Submitted	Guatelli-Steinberg, Debra	12/27/2022 12:29 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	12/27/2022 12:31 PM	Unit Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	12/27/2022 12:31 PM	College Approval

December 27, 2022

Theme Panel Reviewers:

On Thursday, August 11, 2022, the Themes Panel of the ASC Curriculum Committee reviewed a course proposal for Anthropology 5609 for the Origins and Evolution Theme. At that time, the course was not voted on for GEN Theme, as the Panel noted multiple issues. Below I copy and paste the bulleted list of issues from the Panel and give my response to each item.

- The reviewing faculty ask that the full and complete GE Goals and ELOs for the Origins and Evolution theme be added into the course syllabus, per a requirement of General Education courses. The GE Goals and ELOs can be found here: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>

Response: These have been added in the new syllabus labeled **ANTH 5609 2023_GE.docx**.

- The reviewing faculty request that the GE form for the Origins and Evolution theme be resubmitted using the most up-to-date version that contains the full and complete GE Goals and ELOs. The current form for the Origins and Evolution theme is available here: <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/submission-origins-evolution.pdf>

Response: This has been done and submitted as a file labeled **New Form submissions-origins-evolution_5609.pdf** Please note that that the font changed automatically within the response blocks to an extremely small size in some of my more extended responses. I did not know how to change alter that.

- Beginning on the first page of the syllabus and throughout the document, there are several references to the course being in hybrid format and mentions of “pandemic policy” that no longer apply to this version of the class, which will be taught fully in-person. The reviewing faculty ask that this language be removed from and/or clarified accordingly throughout the syllabus.

Response: This has been completely removed, as I am teaching the course fully in person again.

- The reviewing faculty express concern about the required number of contact hours for the course being met as represented by the submitted course calendar (found on pages 8-11 of the PDF), which seems to have the instructor missing class dates as well as a lengthy amount of meetings devoted to student presentations. They would like to ensure that the calendar-of-record for the class reflects proper contact hours for a 3-credit-hour course.

Response: Oh dear – those “cancelations” were not true cancellations in two cases – they were the “spring break” days we were given within instructional weeks that very odd semester. I believe you will find this syllabus to have the required number of contact hours. It was also probably hard to tell what the contact hours were in the previous syllabus because it was a “hybrid” course; this new one is not. This new syllabus also lacks the two graduate student presentations that the previous syllabus had. (This should take care of the issue of presentations, though I would like to state that I do not see why having graduate students present current research lectures is questioned as valid contact time.) I am giving one such “current research” lecture during the new term—this is on my current NSF-funded research and I am giving this lecture not only to my class but also to guest visitors from a graduate course taught in the Dental School who will attend that day.

- The reviewing faculty would like some additional clarification from the department surrounding the prerequisites for this course. The course has a prerequisite of Anthropology 2200. As previously indicated for other Theme submissions from the Department of Anthropology, Anthropology 2200 has itself a prerequisite of Biology 1101 or equivalent. General Education courses should have few to no prerequisites and the reviewing faculty worry that having this prerequisite is too restrictive for a General Education course. They respectfully ask again that the Department of Anthropology consider removing Biology 1101 as a prerequisite for Anthropology 2200.

Response: I have removed Anthropology 2200 as a prerequisite for this course.

- The reviewing faculty also recommend adding “OR graduate standing” as a prerequisite for the class if the department is concerned that adding a prerequisite may make scheduling difficult for graduate students.

Response: The prerequisite has been removed.

- The reviewing faculty recommend removing any reference to an “OSU standard grading scheme,” as Ohio State does not have a standardized grading scheme.

Response: This has been removed.

- The reviewing faculty suggest that the department include the most up-to-date version of the University’s Title IX statement, which can be found here:
<https://ascas.osu.edu/curriculum/syllabus-elements>.

Response: This has been added.

I hope I have addressed these issues to your satisfaction. I appreciate the immense effort that goes into reviewing these courses.

Sincerely,

A handwritten signature in blue ink, appearing to read "Debbie Guatelli-Steinberg".

Debbie Guatelli-Steinberg, Ph.D.
Professor

Anthropology 5609

DENTAL ANTHROPOLOGY



Spring 2023

Instructor: Dr. Guatelli-Steinberg

e-mail: guatelli-steinbe.1@osu.edu

Phone: 614-292-9768

Office hours: Tu, Thurs right after class (2:05-3:35) or by appointment

Welcome!

You've reached the syllabus for Dental Anthropology- congrats on navigating to it through Carmen!

What this course is all about

Dental Anthropology may sound like a strange combination of words— it's clearly not dentistry, but what is it? Just as biological anthropology itself is a broad, comparative, evolutionary and holistic study of human biology, dental anthropology is a broad, comparative, evolutionary, and holistic study of the human dentition. Because teeth are integral parts of organisms, they can tell us **a lot** about their biology. And because they preserve so well in the fossil record (they are small and densely mineralized structures), teeth play a starring role in reconstructing our past.

This course focuses on areas of current research in dental anthropology. It doesn't ignore the history of the field of dental anthropology, but the main focus in this course is on topics of active research in the field—from reconstructing the diets of ancient hominins to using cementum annulations to estimate age at death. Because humans, their ancestors, and their primate cousins all had teeth, dental anthropology ties into many subfields of biological anthropology including paleoanthropology, human biology, primate biology, bioarchaeology and forensics. Dental anthropology, therefore, has something in it for nearly all sub-disciplines of biological anthropology and I hope you will find connections in this course to your own academic interests.

Course objectives

As an overall outcome of this course, you should gain a strong foundation in central areas of research in dental anthropology. Through lab work, you should gain familiarity and practice in the basic methods of dental anthropology, including tooth identification, tooth measurement, analysis of tooth morphology, and microscopic analysis. Through paper assignments and discussions, you should hone your abilities to analyze and critique studies in the context of larger research issues. Finally, you should discover how methods and/or approaches from the field of dental anthropology can apply to your own anthropological interests or specializations.

Goals of the Origin and Evolution Theme

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will appreciate the time depth of the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.
4. Successful students will understand the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

Expected Learning Outcomes of the Origins and Evolution Theme

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Illustrate their knowledge of the time depth of the universe, physical systems, life on Earth, humanity, or human culture by providing examples or models.
- 3.2. Explain scientific methods used to reconstruct the history of the universe, physical systems, life on Earth, humanity, or human culture and specify their domains of validity.
- 3.3. Engage with current controversies and problems related to origins and evolution questions.
- 4.1. Describe their knowledge of how the universe, physical systems, life on Earth, humanity, or human culture have evolved over time.
- 4.2. Summarize current theories of the origins and evolution of the universe, physical systems, life on Earth, humanity, or human culture.

Anthropology 5609 addresses (1) the origins and evolution of the dentition, and (2) what studies of the dentition can tell us about many other aspects of our evolutionary history—from evolutionary changes in our diets to the evolution of childhood growth periods in humans. Through interactive lectures, labs, discussions, and readings, students engage in critical and logical thinking about dental evolution as well as about what we can learn from the study of fossil teeth regarding many aspects of our biological evolution, such as our evolving diets and life histories. Lectures often involve critical evaluation of different evolutionary scenarios. For example, how did teeth originate? How did teeth change from simple conical structures to the multi-cusped teeth of mammals, with precise occlusion? There are eight labs in this course. Many of these labs were written to engage students in making logical inferences about the past. One example here is Lab 8 in which students collect data on images of histological slides of enamel as well as from dental replicas of the teeth of human ancestors and relate this information to evolutionary changes in life history profiles in our ancestors. Twice throughout the term students read a primary research article and then summarize and critique it in light of course content as well as other similar articles on the topic. Students are asked to present the research and their critiques in class and to integrate these papers with what they are learning about teeth and human evolution. Finally, twice throughout the semester, we hold “dental debate discussions” in which students are asked to analyze debates in the primary literature.

Required:

A Companion to Dental Anthropology. 2016. Irish JD, Scott GR, editors. Wiley Blackwell.
-abbreviated in syllabus as **CDA**

E-reserve readings: Available on our Carmen site under the Weekly Module during which they are assigned.

Recommended:

What Teeth Reveal about Human Evolution. 2016. Guatelli-Steinberg, D. Cambridge University Press.

Evaluation

Lab Assignments: Eight assignments, each worth 30 points = 240 points

Quiz: One in-person quiz, worth 50 points

Image J Assignment: 10 points

Paper Assignments: Two assignments, each worth 50 points = 100 points

Each 50 point paper is divided as so: 5 points for reporting your article choice in the discussion board, 35 points for written portion, 10 points for short (10 min) oral presentation

Dental Debate Discussion Assignments: Two assignments, each worth 25 points = 50 points

Take Home Final: worth 100 points

Total Points: 550

For Graduate Students, there is an additional assignment, worth **50 points:** This is a lecture you will give on your research—please see me for details and see the class schedule for when your lecture is due.

Policies

Labs: There are no make-up labs or quizzes, with the exception of *documented emergencies*.

Grading: There is no extra credit and grades are based on a scale: 93-100% = A; 90-92.9% = A-, 87-89.9% = B+, 83-86.9% = B, 80-82.9%=B-, etc.

Late Assignments: These will be accepted **up to five days late**, but will be marked down by 10% of the point total for the assignment for each **day** late.

All assignments must be turned in on Carmen

Paper Instructions

There are two papers. Papers should be a **minimum of 3, maximum of 5** pages. **Please type, 12 point, double spaced, 1 inch margins. References can follow any format, as long as they are consistent.**

5% of the total points of the paper will be **subtracted** for writing less than the page minimum or more than the page maximum.

You are expected to choose an article from a **peer-reviewed journal** (*Science*, *American Journal of Physical Anthropology*, *Journal of Human Evolution*, *Nature*, *PLoS ONE*, *Journal of Anatomy*, or *Proceedings of the National Academy of Science*, for example.) **If in doubt, ask!** Articles should be possible to obtain simply through the library's on-line journals.

For each of the two papers, you will need to enter the full citation of your article into the PAPER DISCUSSION BOARD on Carmen by the due date (5 points). No more than two people can choose the same paper.

In your written paper (35 points), you are required to **summarize** the article you have read, **critique** the article, and **relate it to broader research issues** discussed in the required reading as well as in class. In other words, you are evaluated on how well you explain the research, how insightfully you critique the research, and how well you can integrate the article you have read into the larger research question(s) or issue(s) to which it relates. **Therefore, additional research will be necessary!**

All students must be prepared to discuss their articles in class. A portion of the score on this assignment (10 points) is based on your ability to communicate to the class what the article you read was all about and what you had to say about it in your paper—your critiques as well as your thoughts about how the article ties in with broader topics/issues in dental anthropology.

University Policies and Information:

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. 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/>.

Disability Services

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual Misconduct

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

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.

ANTH 5609: SCHEDULE

- Readings are in **blue**
- Assignments are in **purple and are due by 4 pm on due dates**
- The Take-Home Final is due by 4 pm Friday, 28 April.

WEEK & Day	TOPIC Reading should be done in advance of day assigned	WHAT'S DUE
WEEK 1		
Tu 10-Jan	Lecture 1: Introduction and Tooth Identification Reading: CDA Chapters 1,2,7	
Th 12-Jan	Lab 1: Virtual Teeth: Incisors, Canines, and Upper Premolars Reading: Lab 1 and Lab 1 and 2 Supplements (under Lab Module)	
WEEK 2		
Tu 17-Jan	Lecture 2: High Points in Dental Evolution and more Tooth Identification Reading: CDA Chapter 3	LAB 1
Th 19-Jan	Lab 2: Virtual Teeth: Lower Premolars and Molars Reading: Lab 2 (under Lab Module)	

WEEK 3

Tu 24-Jan	Lecture 3: Dental Development Reading: CDA Chapter 11	LAB 2
Th 26-Jan	Lab 3: Real Teeth Reading: Lab 3 (under Lab Module)	

WEEK 4

Tu 31-Jan	Lecture 4: More on Dental Development; Deciduous Teeth Reading: CDA Chapter 29	LAB 3
Th 2-Feb	Lab 4: More Real Teeth Reading: Lab 4 (under Lab Module)	

WEEK 5

Tu 7-Feb	QUIZ: Tooth ID and Basic Principles	LAB 4
Th 9-Feb	Lecture 5: Tooth Size and Odontometry (I) E-Reserve Reading #1: What Teeth Reveal about Human Evolution pp 59-83	

WEEK 6

Tu 14-Feb	Lecture 6: Tooth Size and Odontometry (II) Reading: CDA Chs 13 and 19 E-Reserve Reading #2: What Teeth Reveal about Human Evolution pp 146-156	ARTICLE CHOICE #1 and IMAGE J ASSIGNMENT
Th 16-Feb	Lab 5: Odontometry Reading: Lab 5	

WEEK 7

Tu 21-Feb	Lecture 7: Dietary Adaptations: Functional Morphology & Enamel Thickness Reading: CDA Ch 4	LAB 5
Th 23-Feb	Lecture 8: Indicators of Diet: Trace Elements, Isotopes, Wear and Microwear E-Reserve Reading # 3: What Teeth Reveal about Human Evolution pp 30-58	

WEEK 8

Tu
28-Feb **Lab 6: Functional Morphology, Enamel Thickness and Wear**
[Reading: Lab 6 \(under Lab Module\)](#)

Th
2-March **Lecture 9: Human Dental Morphology**
[Reading: CDA Chapter 17](#)

WEEK 9

Tu
7-Mar **Lab 7: Human Dental Morphology**
[Reading: Lab 7 and Supplementary Materials \(under Lab Module\)](#)

LAB 6

Th
9-Mar **Dental Debate Discussion 1: Dental Morphology and the Denisovans**
[E Reserve Readings #4-6:](#)

DDD1 [and](#)
ARTICLE
CHOICE #2

4. Chen, F., Welker, F., Shen, C. C., Bailey, S. E., Bergmann, I., Davis, S., ... & Hublin, J. J. (2019). A late middle Pleistocene Denisovan mandible from the Tibetan Plateau. *Nature*, 569(7756), 409-412.
5. Bailey, S. E., Hublin, J. J., & Antón, S. C. (2019). Rare dental trait provides morphological evidence of archaic introgression in Asian fossil record. *Proceedings of the National Academy of Sciences*, 116(30), 14806-14807.
6. Scott, G. R., Irish, J. D., & Martínón-Torres, M. (2020). A more comprehensive view of the Denisovan 3-rooted lower second molar from Xiahe. *Proceedings of the National Academy of Sciences*, 117(1), 37-38

SPRING BREAK March 13-17

WEEK 10

Tu
21-Mar **Lecture 10: Dental Aging Methods**
[Reading: CDA Chapters 12, 15](#)

LAB 7

Th
23-Mar **Discuss PAPER 1**

PAPER # 1

WEEK 11

Tu
28-Mar **Lecture 11: Teeth and Life History with focus on Enamel Histology**
[Reading: CDA Chapter 16](#)
[E-Reserve Reading # 7: What Teeth Reveal about Human Evolution pp 84-109](#)

Th
30-Mar **Lab 8: Aging and Enamel Histology**
[Reading: Lab 8 \(under Lab Modules\)](#)

WEEK 12

Tu
4-April **Lecture 12: Dental Pathologies and Malocclusion** **LAB 8**
Reading: CDA Chapters 26 and 28

Th
6-April **Dental Debate Discussion 2: Sex Differences in Caries Rates** **DDD2**
E-Reserve Reading # 8 and 9
8. Temple, D. H., & Larsen, C. S. (2007). Dental caries prevalence as evidence for agriculture and subsistence variation during the Yayoi period in prehistoric Japan: biocultural interpretations of an economy in transition. *American Journal of Physical Anthropology*, 134(4), 501-512.

9. Lukacs, J. R. (2008). Fertility and agriculture accentuate sex differences in dental caries rates. *Current Anthropology*, 49(5), 901-914.

WEEK 13

Tu
11-April **Discuss PAPER #2** **PAPER # 2**

Th
13-April **Lecture 13: My Current Research Lecture (in conjunction with DENT 8840)**

WEEK 14

Tu
18-Apr **Lecture 14: Teeth and Human Evolution Summary; Teeth, Behavior & Culture**
Reading: CDA Chapter 23

Th
20-Apr **Take-Home Exam Prep**

WEEK 15

TAKE HOME FINAL DUE BY 4 PM, FRIDAY 28-APR

GE Theme course submission worksheet: Origins & Evolution

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Origins & Evolution)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Origins & Evolution

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will appreciate the time depth of the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

GOAL 4: Successful students will understand the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

	Course activities and assignments to meet these ELOs
ELO 3.1 Illustrate their knowledge of the time depth of the universe, physical systems, life on earth, humanity or human culture by providing examples or models.	
ELO 3.2 Explain scientific methods used to reconstruct the history of the universe, physical systems, life on earth, humanity or human culture and specify their domains of validity.	
ELO 3.3 Engage with current controversies and problems related to origins and evolution questions.	
ELO 4.1 Describe their knowledge of how the universe, physical systems, life on Earth, humanity or human culture have evolved over time.	
ELO 4.2 Summarize current theories of the origins and evolution of the universe, physical systems, life on earth, humanity or human culture.	