Term Information

Effective Term	Spring 2023
Previous Value	*Autumn 2022*

Course Change Information

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

We are requesting that the course fulfill the new GE Foundation category REGD. The course has been rewritten to place topics of Race, Ethnicity, and Gender diversity at the center of the readings, discussions, and assignment.

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

The course, which provides students an introduction to the scholarly study of popular culture has always focused on issues of cultural diversity but we have revised so as to better align with the ELOs of the new GE category.

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)?

No programmatic implications.

Is approval of the requrest contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

This course is cross-listed with English, which approves the REGD addition and is submitting a duplicate request.

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2264
Course Title	Introduction to Popular Culture Studies
Transcript Abbreviation	Pop Culture Stds
Course Description	The course introduces students to the interdisciplinary field of Popular Culture Studies through a variety of methods and case studies.
Previous Value	*Introduction to the analysis of popular culture texts, with special emphasis on the relationship between popular culture studies and literary studies.*
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

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.01
Previous Value	*Prereq: English 1110 (110) or equiv.*
Exclusions	Not open to students with credit for ENGLISH 2264.
Previous Value	Not open to students with credit for 264, or English 2264 (264).
Electronically Enforced	No

Cross-Listings

Cross-Listings	Cross-listed in English.

Subject/CIP Code

Subject/CIP Code	30.2301
Previous Value	*16.0104*
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

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; Historical and Cultural Studies
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	• Identify key methods for the interpretation of popular culture. Recognize the ways in which popular culture functions as a mechanism of systemic power and as a medium through which people express agency.
Previous Value	

Content Topic List

- Culture
- Popular culture
- Media
- Visual culture
- Semiotics
- Society
- Cultural studies

Sought Concurrence
Previous Value

No

Attachments

- COMPSTD ENGLISH 2264 Syllabus.pdf

    (Syllabus. Owner: Arceno,Mark Anthony)

- ge-foundations-submission[16].pdf: REGD rationale

    (Other Supporting Documentation. Owner: Arceno,Mark Anthony)

Comments

Workflow Information

| Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	05/05/2022 10:09 AM	Submitted for Approval
Approved	Armstrong,Philip Alexander	05/05/2022 01:00 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/22/2022 12:24 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/22/2022 12:24 PM	ASCCAO Approval

The Ohio State University
Department of Comparative Studies
Course: CS 2264
Introduction to Popular Culture Studies
GE: Foundations, Race, Ethnicity, Gender and Diversity

Professor:
Term:
Meeting Time/Place:
Office Hours Time/Place:
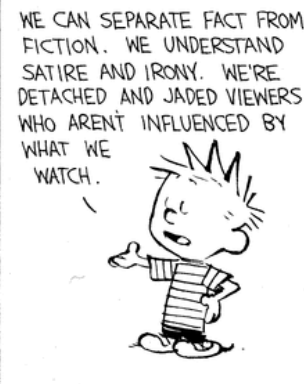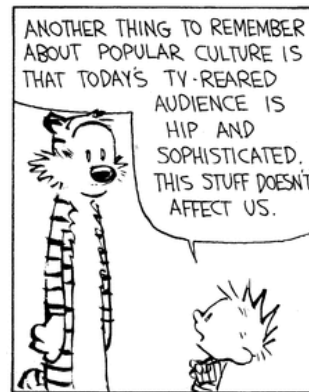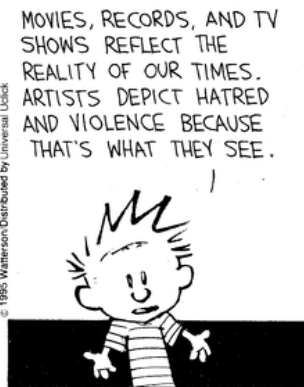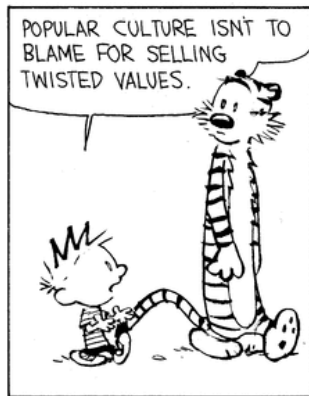
Course Description

This course introduces students to the interdisciplinary field of Popular Culture Studies through a variety of methods and case studies. Far from a trivial or superficial matter, theorizing popular culture provides unique insights into how we construct and experience contemporary life in the U.S. In addition to understanding the parameters and arguments involved in the study of popular culture, students will also learn various methods of interpretation so that they may perform their own analyses of current events and cultural productions. In so doing, students will come out of the class with more critical and self-reflexive understandings of both themselves and of others in relation to dominant American discourses.

Course Learning Outcomes

At the end of the semester, students should be able to

- *Identify* key methods for the interpretation of popular culture
- *Articulate* the role that popular culture plays in shaping identities, both individually and in groups
- *Demonstrate* critical thinking about the social construction of identity categories, including race, class, gender, and sexuality.
- *Recognize* the ways in which popular culture functions as both a mechanism of systemic power and as a medium through which people express agency
- *Understand and describe* the importance of representation in popular media in terms of its productive effects on broad cultural perceptions of identity, as well as the limits of representation as a force for social change
- *Experience* a wide variety of significant popular culture objects across diverse media
- *Apply* multiple methodological perspectives to popular culture phenomena that you have encountered in your own life
- *Gain* greater self-awareness and reflexivity around their own positionalities, as well as how these identity positions inform our views of and experiences in the world.
- *Improve* your ability to read, synthesize, and write about popular culture and theories of popular culture

General Education Goals and Expected Learning Outcomes

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

This course meets the expected learning outcomes for Race, Ethnic, and Gender Diversity by exposing students to a variety of key works in popular culture, and by centering the question of representation in such media. A centrale framework for this class is developing the capacity to critically analyze how difference and diversity is represented in popular media, including questions of race, ethnicity, gender, and sexuality. In understanding how various media represent different identity positions, popular culture becomes a reflective tool for more accurately understanding hegemonic perceptions in US culture.

Course Materials and Technologies

All readings will be available via Carmen.

Technology support
- For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.
- Self-Service and Chat support: ocio.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: servicedesk@osu.edu
- TDD: 614-688-8743

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

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

Required software
- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- Carmen access
- You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
    o 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).
    o 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.
    o 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.

Course Assignments and Breakdown

Pop Quizzes (15%)
In-Class Presentation (10%)
Participation (20%)

Short Response Papers (25%)
Abstract and Annotated Bibliography (5%)
Final Essay (25%)

Descriptions of Major Course Assignments
Pop Quizzes
In this class, there will be periodic, unannounced reading quizzes. These will be quite short, and will be checking for reading comprehension rather than conceptual or critical engagement. If you do the readings, you should expect to ace all of these. At the end of the term, your lowest quiz grade will be discounted.

In-Class Presentation
Each class will begin with 1-2 student presentations per day, on a topic of their choice. Any topic that relates to a popular culture phenomenon is acceptable, as long as students can make some connection between their topic and our class material. This is a low-key presentation in which students should provide a basic description of the phenomenon, and why it is of interest. The point of this assignment is to encourage you to pay attention to current events and to think actively about the popular culture that you consume or participate in on a daily basis. After your presentation, there will be a brief period in which the class discusses your topic together, before we move on to the main class topic of the day.

Your presentation must include the following three components:

1. An explanation of your chosen topic/figure (who is this person/what is the show about? etc etc).

2. An explanation of how your topic relates to our course material.

3. A brief conclusion that outlines your analysis, what you make of the connections you've made, and so on. You do not need to have a definitive conclusion, but if you feel ambivalently about your analysis, it is recommended that you conclude by asking a question for the class to consider.

Participation
In this class, participation can mean several things. Active, informed, and considerate participation is crucial for the functioning of this class. Therefore, in-class participation is a large part of this grade. However, there are other things that you can do to demonstrate effort and participation. You can come to my office hours to talk through the material; you can be especially thorough in your in-class writing responses; you can start a discussion thread on Carmen; you can email me questions, and so on. Demonstration of effort in any way increasing your participation grade.

For in-class participation to work, **readings must be done prior to the class for which they are assigned.** You should come to class prepared with comments on the readings, questions to ask, and other critical engagements with the texts. Reading should be done an active sense, meaning that you should be critically thinking about the text as you are reading it. Make notes as you go: Who is the author (background/historical context/career, etc), and how does such knowledge influence our understanding of the text? What are the main arguments? What kind of evidence does the author use

to prove their point? Is the argument effective, in your view? Why or why not? And finally, what are the implications of such an argument for our situation today? What about the situations of others?

Excellent class participation requires that you participate actively and regularly in class discussions, giving evidence that you have read the assigned material and have thought carefully about them. It also means that you are listening to what your classmates are saying. *Good* class participation means that you occasionally participate actively in class discussions, giving evidence that you have read the assigned material. *Acceptable* class participation means that you participate some in class discussions, showing that you have read some of the material. If you don't show up to class and if you do not participate in class discussions, you will not achieve an acceptable level of class participation. *Unacceptable* class participation means that you have not participated in class discussions, and/or have displayed a lack of attention in class (i.e. sleeping, playing on your phone, etc).

Finally, it is important to note that many of the issues discussed in this class have to do with our own identities, and with our deeply held or else commonly assumed beliefs; as such, it can be discomforting or upsetting to engage with students from other backgrounds, who may not hold those same views. Because of this, it is of the utmost importance that classroom discussions remain civil and generous as well as critically thoughtful. Students are expected to respect one another at all times. In short, this course is not about imposing one's personal opinion on others, but rather, about critically reflecting on views beyond our own. In doing so, we can build this class into a collaborative project, rather than a competitive contest.

Short Response Papers
These papers are graded on a pass/fail basis.* For these papers, you will be asked to complete a straightforward prompt such as summarizing a course reading, or reflecting on your own responses to course content. Anyone who fails these assignments is automatically invited to re-submit for full credit, up to one time per assignment. The point of these assignments is not to develop an original argument but to take some time to think and reflect—so long as there is clear evidence that you have done so, you will pass. Reading reports may be any length you wish, but should be at least one page, single spaced (or two pages, double-spaced). Prompts will be distributed in advance.

> *Some students may receive a pass-minus grade, which means that, while the paper was overall acceptable, certain key details were missing. In this case, you are also automatically invited to re-submit for full credit, once per assignment. Please get in touch if you are unclear about what needs to be fixed in the paper.

Abstract and Annotated Bibliography
This assignment is meant to help you plan your final papers in advance, in addition to encouraging original research on/with Black women writers. Your abstract will be written in advance of your final essay, as a kind of a research plan or statement. Additionally, your annotated bibliography will select a minimum of five sources— of which must be from outside class material—which will be annotated to explain what topics the sources concern, as well as why they have been chosen for your paper (i.e. what they will help you do).

Final Essay
Your final project will involve original research on a topic discussed in the course of our semester. You will take something we have learned about together and further investigate it using original

sources and forming a specific thesis about the social and artistic significance of your topic. More details will be distributed in advance.

OSU Standard Grade Guidelines
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)

Course Policies and Resources

Please keep in mind that the following policies may be adjusted if you have specific needs and communicate them clearly with me throughout the semester. These are not set in stone, but indications of how I approach the classroom.

Attendance and Tardiness
There is no attendance policy in this course. Therefore, you do not need to show me a doctor's note, or even let me know about your absences. In general, you're free to do what is best for you. However, if you are regularly absent, it will negatively affect your participation score. Therefore, if you need to be out of class for a significant period of time, and you don't want your grade to suffer, please communicate with me so that we can make alternate arrangements.

Unless it becomes habitual, I *do not* mind you coming into class late (even very late). Unless you have cleared it with me first, I *do* mind you leaving early. (Just let me know what's up beforehand.)

Makeup and Late Work
I do not accept late assignments. However, I am happy to grant extensions on any assignment (aside from the final) with advanced notice. If you think you might need some extra time, just ask.

Technology
In general, my policy is that you can use whatever technology is most helpful to you, and in the way that is most helpful to you, as long as you consider the following:

1. Don't disrespect your peers by doing other things during class time. If I see you staring into your screen for a long time, scrolling, laughing, or otherwise not paying attention, it will automatically and negatively impact your participation grade. I have a zero tolerance policy on video games and television in class, which I can't believe I have to stipulate (but which, experience shows, I do).

2. Studies have shown that students learn better when taking notes by hand. It's a cognitive thing.

Communication
1. I communicate with the entire class through the "Announcements" function on canvas, so look there for messages/updates that pertain to the entire class.

2. I communicate with individuals through my **email account** (not the canvas message function, which I rarely check and may not respond to). It is my goal to respond to emails within 24 hours. If it takes longer than that, please feel free to follow up with me. For more on email etiquette and expectations, please see this funny and helpful article: "How to Email

[your Professor (without being annoying AF)."](#) If you do nothing else, please avoid beginning your emails with the word "Hey," which studies have shown 99.5% of professors find amazingly rude.

3. Please do not come up to me before or after class with questions that have to do with your work. Come to my office hours or make an appointment instead. This is the only way that I can ensure everyone gets equal time and attention.

4. "Office Hours" is a rather strange term that basically means that I have set aside time specifically in order to talk to students. Taking advantage of office hours is the best, easiest way to improve your experience in class. However, they are not just for students who are struggling or having some kind of an issue. Office hours are nothing intimidating—it just means that I'm in my office if you want to chat for any reason. This does not have to be about your work, but can relate to any component of the class, or any topics that we discuss in class. Do you feel upset or confused about something that happened in class? Do you feel left behind? Are you excited about something and want to know more? Is class moving too quickly or too slowly? Come talk to me. With many different students from many different backgrounds, our course can't possibly fit everyone's educational needs perfectly. This is where meeting with me can really help. If I don't know your struggles, I can't address them. Equally, it helps me to know what students are enjoying so that I can speak to those topics in class.

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

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.
Other sources of information on academic misconduct (integrity) to which you can refer include:
• Committee on Academic Misconduct web page (go.osu.edu/coam)
• Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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

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

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

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

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

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

Land Acknowledgement
We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We

want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

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

Content Advisory

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

Your mental health

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

Accessibility accommodations for students with disabilities

Requesting Accommodations

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

Accessibility of course technology

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

- Canvas accessibility (go.osu.edu/canvas-accessibility)

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

As a final note, please remember that the syllabus is subject to change based on our circumstances. If a change is necessary, I will inform you at the earliest possible time. I will never change the syllabus to increase your workload.

TENTATIVE SCHEDULE

Week	Day/Format	Material Due	Assignment Due
Unit 1: Methods 1: Introduction, Syllabus, Key Terms	Monday,	Please read this syllabus	
	Wednesday	1. Storey, John. 2012. "What is Popular Culture?." In *Cultural Theory and Popular Culture: An Introduction*, 1-16. Routledge.	
2: Semiotics and the American Dream	Monday,	1. Brandt, Jane and Callie Clare. 2018. "Cultural Myths and the American Dream." In *An Introduction to Popular Culture in the US: People, Politics, and Power*, 27-50 (chapter 2). Bloomsbury.	**Short Answer Paper 1**
	Wednesday,	1. Hannah-Jones, Nikole. 2019. "Our democracy's founding ideals were false when they were written. Black Americans have fought to make them true." In *The 1619 Project*, 15-22. *The New York Times*.	
3: Introduction to Materialist Analysis	Monday	1. Marx, Karl and Friedrich Engels. 1848. "Chapter 1: Bourgeois and Proletarians." In *The Communist Manifesto*, 14-21.	
	Wednesday,	1. Marx, Karl. "The Fetishism of Commodities and the Secret Thereof." In *Popular Culture: A Reader*, edited by Raiford A. Guins and Omayra Zaragoza, 89-95. Sage Publications.	

4: The Frankfurt School and its Limits	Monday,	1. Brandt and Claire. 2018. "The Culture Industries." In *Introduction to Popular Culture in the U.S.*, 77-102 (chapter 4).	**Short Answer Paper 2**
	Wednesday,	1. Ross, Alex. 2014. "The Naysayers: Walter Benjamin, Theodor Adorno, and the critique of pop culture." *The New Yorker*, September 15.	
5: The Centrality of Identity	Monday,	1. Brandt and Clare. 2018. "Social Constructions of Identity." In *An Introduction to Popular Culture in the US: People, Politics, and Power*, 141-166 (chapter 7). Bloomsbury. 2. Zayid, Hari. "My Gender is Black."	
	Wednesday	1. Buzzfeed, "How Not To Talk About Race and Genetics", *Buzzfeed News*, March 30, 2018 2. Butler, Judith. "Why is the idea of 'gender' provoking backlash the world over?", *The Guardian*, 23 October, 2021	
Unit 2: Reading Representations 6: Television and Gender	Monday	1. Weinstock, Jeffrey Andrew. "Television and Film," in *Pop Culture for Beginners*, 111-136. Broadview Press.	
	Wednesday	1. Arend, Patricia. "Gender and Advertising." *Gender & Pop Culture: A Text-Reader*, edited by Adrienne Trier-Bieniek and Patricia Leavy, 53–79. Sense Publishers, 2014.	
7: Music and Feminism	Monday	1. White, Emily. 1992. "Revolution Girl Style Now," *L.A. Weekly*, July 10-16. 2. The Riot Grrrl Manifesto	
	Wednesday	1. Gill, Rosalind. 2007. "Postfeminist media culture: Elements of a sensibility." *European journal of cultural studies* vol. 10, no. 2: 147-166.	

		2. James, Robin. 2016. "Women's Resilience and Post-Feminist Sexism." *The Prindle Post*, May 3).	
8: Race and The Good Life	Monday	1. Train, Emma. "What is not real can be felt into being: affective threat in Jordan Peele's *Get Out*", *New Review of Film and Television Studies* vol. 19, no. 4 (2021): 439–461.	
	Wednesday	1. Harris, Hunter and Jada Yuan. "The First Great Movie of the Trump Era". Vultlure. 2. Harris, Brandon. "The Giant Leap Forward of Jordan Peele's *Get Out*". *The New Yorker* (March 4, 2017).	
9: Race, The Good Life, and Representation	Monday	1. Lipsitz. 2018. "How Whiteness Works: Inheritance, Wealth, and Health." In *The Possessive Investment in Whiteness*, 105-117 (Chapter 5). 2. Courtney Connley, "Why the homeownership gap between White and Black Americans is larger today than it was over 50 years ago", *MSNBC*, August 21, 2020. 2. Alana Semuels, "The U.S. Is Increasingly Diverse, So Why Is Segregation Getting Worse?", *TIME*, June 21, 2021. 3. Video: Housing Segregation in Everything, *NPR*, April 28, 2018.	**Short Answer Paper 3**
	Wednesday	DuVernay, Ava. *13ᵗʰ*. Netflix.	
10: Spring Break	Monday	N/A	
	Wednesday	N/A	

11: Music, Race, and Gender	Monday	1. Kajikawa, Loren. 2015. "'Rebel Without a Pause': Public Enemy Revolutionizes the Break." In *Sounding Race in Rap Songs*, 49-81. University of California Press.	
	Wednesday	Rose, Tricia, "Bad Sistahs: Black Women Rappers and Sexual Politics in rap Music", in *Black Noise: Rap Music and Black Culture in Contemporary America*. Wesleyan University Press.	
Unit 3: Postmodernism and Neoliberalism 12: Introductions	Monday	1. Tolentino, Jia. 2019. "The Age Of Instagram Face." *The New Yorker*, December 12. 2. Baudrillard, Jean. 1981. *Simulation and Simulacra*, 1-6. University of Michigan Press.	**Abstract and Bibliography**
	Wednesday		
13: Neoliberalism and Social Media	Monday	1. Gilroy-Ware, Marcus. 2017. "#FirstWorldProblems: Emotional distress and capitalist realism." *In Filling the Void*. Watkins Media.	
	Wednesday		
14: Millennial Burnout	Monday	1. Peterson, Helen Anne. 2019. "How Millennials Became The Burnout Generation." *Buzzfeed*, January 5. 2. Adkins, Lisa, Melinda Cooper, and Martjin Konings. "Introduction" in *The Asset Economy*. Wiley.	
	Wednesday	1. DiPiero, Dan. 2019. "TiK ToK: Post-Crash Party Pop, Compulsory Presentism and the 2008 Financial Collapse." *Sounding Out!*, October 21	
15: Globalization and Free Trade	Monday	1. Klein, Naomi. *No Logo* In-Class Screening	**Short Answer Paper 4**
	Wednesday	1. Hancox, Dan. "*No Logo* at 20: Have we Lost the Battle Against the Total Branding	

		of our Lives?" *The Guardian*, 11 August, 2019 2. Klein, Naomi, "Patriarchy Gets Funky: The Triumph of Identity Marketing", *No Logo*, 107–129. Picador.	
16: Wrap	Monday		
	Wednesday		

Final Essays are due April 26 at Midnight

GE Foundation Courses

Overview

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

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

Accessibility

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

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

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

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

Course Subject & Number: _____

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

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

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

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

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

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

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

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

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

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

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

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

A. Foundations

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

B. Specific Goals of Social and Behavioral Sciences

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

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

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

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)*

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

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

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

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

B. Specific Goals of Historical *or* Cultural Studies

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

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

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

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)*

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

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

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

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

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

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

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

A. Foundations

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

B. Specific Goals of Writing and Information Literacy

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

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

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)*

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

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

Course Subject & Number: _____

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

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

A. Foundations

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

B. Specific Goals

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

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

Course Subject & Number: _____

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

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

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

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

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

Course Subject & Number: _____

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

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

GE Rationale: Foundations: Natural Science (4 credits)

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

A. Foundations

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

B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

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

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

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

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

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

Course Subject & Number: _____

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

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