Term Information

Effective Term	Autumn 2024

General Information

Course Bulletin Listing/Subject Area	Education:Teaching & Learning
Fiscal Unit/Academic Org	School of Teaching & Learning - D1275
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2050
Course Title	Intersections of Privilege
Transcript Abbreviation	EDUTL
Course Description	The course foregrounds language and power and examines identity and identity intersections related to power, privilege, and oppression. Students will be asked to explore multiple forms of privilege and oppression in relation to themselves and others. There is also a bi-weekly engagement/experiential learning component to the course during course meeting times.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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	n/a
Exclusions	n/a
Electronically Enforced	No

Cross-Listings

Cross-Listings	n/a

Subject/CIP Code

Subject/CIP Code	13.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender and ethnicity, and possibly others.

  1.2 Explain how categories including race, gender and ethnicity continue to function within complex system
- 1.3 Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences.

  1.4 Evaluate social and ethical implications of studying race, gender and ethnicity.

  2.1 Demonstrate critical self-reflection

Content Topic List

- Gender, Race, Ethnicity, Language, and Power

Sought Concurrence

No

Attachments

- ge-foundations-submission.pdf

  (Cover Letter. Owner: Power-Carter,Stephanie M)
- GE RESPONSE.docx: Email Response

  (Other Supporting Documentation. Owner: Power-Carter,Stephanie M)
- EHE Instersections of Privilege Revised Submitted[4].docx: Revised Syllabus

  (Syllabus. Owner: Power-Carter,Stephanie M)
- EHE Instersections of Privilege Revised Submitted[4].pdf: PDF of revised syllabus

  (Syllabus. Owner: Power-Carter,Stephanie M)
- EHE Instersections of Privilege with comments and highlights.docx: Syllabus w/highlights

  (Other Supporting Documentation. Owner: Power-Carter,Stephanie M)

Comments

- I have attached response to email feedback under description email response as supporting documentation *(by Power-Carter,Stephanie M on 06/06/2023 12:52 AM)*
- Please see feedback email sent to department 09/22/2022 RLS *(by Steele,Rachel Lea on 09/22/2022 04:50 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Power-Carter,Stephanie M	06/15/2022 03:31 PM	Submitted for Approval
Approved	Usher,Maura Chinaelotam	06/15/2022 03:31 PM	Unit Approval
Approved	Locascio,Peter J.	06/15/2022 03:54 PM	College Approval
Revision Requested	Steele,Rachel Lea	09/22/2022 04:50 PM	ASCCAO Approval
Submitted	Power-Carter,Stephanie M	06/06/2023 12:52 AM	Submitted for Approval
Approved	Abukar,Zayd	06/06/2023 08:43 AM	Unit Approval
Approved	Bagent,Aaron Michael	06/06/2023 09:49 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	06/06/2023 09:49 AM	ASCCAO Approval

The Panel did not vote on the proposal as they would like the following points addressed:

1. The Panel asks that the department provide more information about the discipline and/or subdiscipline that this course is grounded in. More specifically, they are trying to understand what "lens" students will be using to engage with the course material and how the required course materials will be used, discussed, and analyzed. They note that in some sense, the course feels like a media analysis course (owing to the large proportion of popular sources for reading/viewing and the heavy reliance on video media,) and that, in another sense, it feels like a language analysis course, (owing to the focus on language in Course Goal 1 and its subsequent ELOs on pg. 3 of the syllabus).

   - The discipline is Education, and the sub discipline is Teaching and learning. I make the following statement not to offend but as an observation. As someone who has been in the field of education for almost 30 years in various capacities, based on feedback, it appears that the group is trying to assess the content of the proposed course and facilitation of its content without actually being in the discipline. Unlike other disciplines and subdisciplines, education and teaching and learning are multidisciplinary and interdisciplinary fields that not only focus on content but pedagogy, how people learn as well as learning and teaching. For example, I am a scholar in the field of education and study, language, race, intersectionality, teaching and learning not just in classrooms and schools but also in community contexts. I also run a small center on language and human interaction that is housed in the Department of Teaching and Learning. My emphasis in the proposed class is learning and what learners or teachers may want to consider to be successful and/or help facilitate academic excellence. I use technology and media as pedagogical tools to improve practice and facilitate learning.

   - As I used in the last sentence. "Lens" is simply a heuristic for seeing. I use it as a way to begin to make visible and help people unpack the frames in which they see through, and how those frames can inform how they see race, ethnicity, gender, and diversity and can have implications for others. Actually, I think your questions exemplifies this. For example, you seem to frame education solely as classroom based, and not as a multidisciplinary/interdisciplinary field, as a result, you viewed the the proposed course as a media course. However, if you see education broadly as teaching and learning around a particular topic and that some topics (eg., privilege, oppression) are foundational to learning/education and being in the world with others, then, the class that I propose has potential to be more than just a media course. Instead, it can be a class that helps us develop as learners who better understand power and how its functions in relation to oppression, privilege, and responsibility that can come with it. It can also be an opportunity to explore questions like: How am I seeing? Often, people see through their experiences. While students might start with their experiences, the idea is for them to develop a lens that sees beyond their experiences. Developing or expanding their "lens" might also help make visible "blind spots." To further clarify use of "media," in education and teaching and learning, from a pedagogy and engagement stance, one would not just consider, what you are teaching but how and who you are teaching, In the field of education, we use the term differentiation to attend to this. So, the media and technology that is being used is not about the media and technology—but more so a

tool to supports and facilitates engagement and learning in a generation of students who tend to love and utilize technology. Again, I am unsure how to further clarify as I think the disciplinary frames or "lenses" that we are using are quite different. I hope my explanation has helped to address and clarify your concerns. If not, perhaps, we can have a conversation.

2. The Panel requests that the department include more readings or materials that will engage with REGD issues from a disciplinary perspective, giving students a scholarly grounding for their analysis of the course's videos, news stories, and other materials.

   - All the readings provide a perspective on either Race, Ethnicity, and Gender Diversity from a teaching and learning perspective. As I have shared above, education is a multidisciplinary and interdisciplinary field. **I have included more disciplinary readings in the schedule.**

3. The Panel recommends that the department include some self-reflection of their scholarly field, including how scholars and practitioners in the field have traditionally dealt with REGD issues and how theory and practice are currently evolving.
   - Again, the field of education is interdisciplinary. If it helps you situate the course in education, perhaps, thinking of the course as things successful educators do before they teach. The course is about helping students to develop a thoughtful and reflective lens to see themselves and others more clearly so that they can be successful no matter the discipline. **Although my focus is teaching and learning more broadly. I have included disciplinary readings to address how scholars and practitioners have addressed issues.**

4. The Panel appreciates the assignments that ask students to reflect on their own identities, but they note that privilege seem to dominate these assignments. They ask that the department also encourage students to explore how oppression functions in their lives.
   - Although I would argue that the way the course is framed, it would be impossible to talk about privilege without talking about oppression. Oppression will be addressed, and it has been my experience as an educator, once people understand themselves in relation to privilege, that they begin to see oppression. **I have attempted to make it more prominent in some of the language of the course. (see: course description, learning objectives/outcomes, Personal Privilege assignment, PSA project, Photo Voice project, and schedule)**

5. The Panel asks that the department include more detail about the central themes to be explored and questions to be answered in each week of the course via the course schedule (pgs. 11-17) and/or the GEN Course Submission form.
   - I need more clarity here; I believe that I do share topics/themes. The readings explicate this. **I have also added *REGD to each topic. (Please see schedule-- e.g., Exploring REGD & Identity; Exploring REGD Power Oppression & Privilege; Exploring REGD and Intersectionality)***

The Panel requests that the department provide more information on the Community Learning Experience, including examples of the organizations and agencies that students will be asked to partner with and/or volunteer for, and more detail of how students' own experiences with power, privilege and oppression will impact this assignment.

- Please see compiled list of organizations. However, students may also propose an organization. It has taken me a while to compile this list. I ask that it not be shared.

6. The Panel asks that the department include a mention of the Community Learning Experience in the course description (Course Request for Pg. 1 under "General Information") so that students registering for the course will be aware of the off-campus aspect of the course.
See revised description on P. 1

7. The Panel recommends that all courses seeking approval in the new GE Foundations: REGD category include a Land Acknowledgement. A sample Land Acknowledgement, information about the purpose of such a statement, and further action steps can be found here: https://mcc.osu.edu/about-us/land-acknowledgement.

Included. See P. 1

8. The Panel asks that the department include a paragraph following the GEN Goals and ELOs (syllabus pg. 2-3) that explains how this course will meet those goals and ELOs per the requirement of the ASCC. More information about required syllabus elements can be found here: https://asccas.osu.edu/curriculum/syllabus-elements

Ok. See Page 4
The Panel asks that the name of the GEN category on pg. 2 of the syllabus be corrected to read "GEN Foundation: Race, Ethnicity and Gender Diversity" rather than "Race, Ethnic and Gender Diversity"

Corrected.

I will return EDUTL 2050 to the department queue via curriculum.osu.edu in order to address the Panel's requests.

Should you have any questions about the feedback of the Panel, please feel free to contact Richard Fletcher (faculty Chair of the REGD Panel; cc'd on this e-mail), or me.

Best,
Rachel

EDUTL 2050 Intersections of Privilege

Term: AU 24
3 Credit hours

Instructor: TBD / Stephanie Power-Carter
Email: power-carter.2@osu.edu
Office Hours: TBD

Land Acknowledgement
I would like to acknowledge the Miami, Shawnee, Wyandot, Potawatomi, Peoria, Wyandotte, Ojibwe, Cherokee and Delaware Nations, whose ancestral and contemporary lands The Ohio State University occupies. 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. Let us collectively consider the diverse groups of Indigenous peoples who are connected to the various lands we are on. I honor them and our

class's various peoples, tribes, nations, and families.

Course Information
Course times and location: TBA
Mode of delivery: In person

Course Overview

The course will foreground language and power and examine identity and identity intersections related to power, privilege, and oppression. Students will be asked to explore multiple forms of privilege and opression (e.g., language, race/ethnicity, gender, sexuality, class/education, ability/disability, body shape, religion, and nationality) in relation to themselves and others. There is also an engagement/experiential learning component to the course. On a bi-weekly basis during course meeting times, students will be given an opportunity to deepen their understanding of

privilege and opression by engaging outside of the course with advocacy groups and/or organizations that seek to address an area of oppression or privilege. The course is framed by the following questions: How do we make sense of our own identities and examine our own privilege and oppression in various contexts? What are the implications and consequences of doing so? What are the various ways that language, race/ethnicity, gender, sexuality, class/education, ability/disability, and nationality inform our understandings, actions, and interactions around privilege and oppression in various contexts? How has various forms of privilege and oppression been used to reproduce certain power dynamics? How can we begin to use our privilege productively to nurture a more equitable inclusive community and world? The course aligns with the Race, Ethnicity, and Gender category and will give students opportunities to engage these topics deeply.

Relation to Other Courses
Prerequisites: N/A
Prerequisite Knowledge: Students do not need to have mastered any knowledge or skills before
beginning this course. However, students are encouraged to begin engaging with the concepts of privilege
and oppression early and often in their college experiences, regardless of their fields of study.

Syllabus Prepared By: Dr. Stephanie Power-Carter

Learning Experience
Lecture, discussion, videos, and small group work will be used in conjunction to offer a classroom environment that embraces a variety of learning styles.

) by helping students explore the roles historically and socially constructed positions have played in the complex formation and maintenance of knowledge, learning, and education (2) by helping students reflect on how social categories, such as race, ethnicity, and gender, have impacted their lived experiences and the lived experiences of others. Specifically, students will:

Learning Objectives/Outcomes
By the end of this course, students should be able to do the following successfully:
- Explain relationships between oppression, and privilege and how it can inform   identity and identity intersections (e.g., race, ethnicity, gender, class, ability).
- Critically analyze how historical and social positions inform how people think about power, privilege, and oppression and reproduce and reify certain knowledge about various social categories.
- Understand language as a way of" seeing" how privilege and oppression function and can be socially and historically reproduced (e.g., education) and can have implications for people in various ways (socially, economically, culturally)

- Explore knowledge, oppression, and privilege as it relates to race, ethnicity, gender, class, ability etc.
- understand the relationship between language/languaging, power, privilege, and systemic <mark>oppression</mark> as it relates to our identities and the identities of others.
- define and understand in one's own words privilege and <mark>oppression</mark> and intersecting categories such as race, gender, and ethnicity are often implicated in complex systems of power.
- Develop a deeper understanding of others in relations to ourselves.
- Promote critical consciousness as a part of everyday life.

General Education Expected Learning Outcomes

As part of the Race, Ethnicity, and Gender diversity category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Foundations: Race, Ethnic and Gender Diversity Expected Learning Outcomes

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.

1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

1.2 Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

1.3 Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences.

1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

Drafted by Power-Carter 2021-2022

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

2.1 Demonstrate critical self-reflection and critique of their social positions and identities.

2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others.

This course fulfills these learning outcomes (1) by helping students explore the roles historically and socially constructed positions have played in the complex formation and maintenance of knowledge, learning, and education (2) by helping students reflect on how social categories, such as race, ethnicity, and gender, have impacted their lived experiences and the lived experiences of others. Specifically, students will:

1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

1.2 Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

1.3 Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences.

1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

2.1 Demonstrate critical self-reflection and critique of their social positions and identities.

2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others.

How This Course Works

Mode of delivery: This course is in person.

Pace of activities: This course will meet once a week and students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows that regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

All text for the course will be supplied electronically or handouts will be provided.
(Please see course calendar)

Course Materials

All text for the course will be supplied electronically or handouts will be provided. Electronic Readings for this course available on Carmen Canvas each week

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Class Participation	20 points
Reflection papers	3 points each
My Family, My History, My Identity Paper	25 points
Personal Privilege Reflection Paper	25 points
Community Learning Experience	50 points
Privilege PSA Group Project	50 points
Final Project Proposal	10 points
Final Project & Reflection	100 points
Final Presentation	20 points

Drafted by Power-Carter 2021-2022

See below for assignment descriptions and due dates.

Late Assignments

A penalty of a letter grade per day will be assessed to assignments turned in after due date.

Grading Scale

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

Participation: (**20 points**) (ELO 1.1, 2.1) Facilitating discussion is imperative to teaching. This class will model and practice the facilitation process by affording you and your peers' multiple opportunities to serve as a discussion facilitator. At times you may lead discussions, and at other times, you will engage thoughtful reflection and provide input on the readings. In assessing your oral contribution to the class, consider whether or not your input has helped bring greater focus to the course readings and discussions.

Reflection Paper: (3 points each) (ELO 2.1, 2.2) You are to prepare a weekly 1-page reflection about the assigned readings. A reflection is not a summary, but a paper that illustrates your process of considering and reconsidering thoughts, issues, and concerns that resonated with you and challenged you as you read. These papers should be a maximum of 2 pages. One goal of the paper is to help you concisely articulate your ideas and thoughts during class discussions.

Community Learning Experience (CLE): (50 points) (ELO 1.3, 2.2, 2.3) Over the course of the semester, you are to participate in a minimum of 6 documented volunteer community hours during the semester. You will be allotted 4 class sessions, and each of these sessions has factored in travel time. The goal of this experience is for you to work in the community to gain intellectual insight into a social issue that related to intersections of power and privilege. This is also an opportunity for you to critically evaluate and apply course-based academic concepts and theories to authentic needs outside the classroom. It is my hope that you will find meaning in what you are learning and make connections between the class, community, and your own lives. *CLE assignment must be approved by instructor and documented*. Given challenges around Covid, I will also consider places that you can volunteer online. If there is an organization in which you are passionate about and would like to volunteer, and they don't have volunteer opportunities. Perhaps, you might take initiative and propose one. I encourage creativity. It is highly encouraged that your experience is related to your final project. I will also provide a list of organizations and local agencies that you can contact. *It is important to note that some may require a background check.*

My Family, My History, My Identity Memoir Paper: (25 points) (ELO 1.1, 1.2, 1.3, 2.2) This paper should be 3-5 pages. In this paper you are to explore your identity. I realize that the first part that focuses on family might be a challenge for some. If focusing on the family is a challenge for you, then, focus more on the next section, which focuses on your identity. The goal is for you to do some identity work in relation to the topics of race, gender, ethnicity, and intersectionality.

Part 1: Family, consider looking through family photos or reflecting on your family. What do they mean to you? How has your family influenced/informed your identity? What is your family history? Family may be defined in a variety of ways: For example, some are not raised by blood relatives, but are considered family, some consider friends as family. However, you define family is fine, but make sure this is explicit.

Part 2: Identity, there are numerous ways to focus on identity. Who are you? How do you identify yourself to others? Who are you to your friends, to your family, to strangers? Who are you at school, work, or other locations such as church or the gym? Race, class, gender, sexuality, religion, ableness? Are any of these categories important to how you view yourself? If so, which ones and why? If not, why not? Think about your identity. How would you describe yourself? What does this description say about you? What is the history of your identity? Have you changed? Have you always been the same? How do you see yourself evolving?

Personal Privilege Paper or Digital story: **(25 points) (ELO 2.1, 2.2)** This paper should be a minimum of 3 pages. In this paper, explore your life from the perspective of privilege. For example, you might examine or ponder the following questions: how has privilege, in any/all forms, shaped your life? (Consider race, class, gender, sexuality, disability, etc.) Have you been aware of privilege in your life as you were growing up? Explore the Whys or why not? As you learn more about privilege, and examine your life, what do you find most interesting or surprising? How has privilege shaped your life opportunities, life chances, experiences, etc. Have you had any recent understanding or insights about privilege that might/have changed you, your actions, your behaviors in the future in any way? To what extent if any has privilege and oppression informed your lived experiences? Are there certain forms of privilege that have been more visible to you than others? This paper is your opportunity to relate what you are learning in your readings, to your own life, and previous coursework.

Group PSA project: (50 points) (ELO 1.1, 1.2,1.4, 2.3) You will work in groups of 4 or 5 to create a public service announcement on a related topic about privilege and oppression. A public service announcement differs from a regular commercial in that its goal is not to sell a product but to give advice, reminders, or warnings about important issues. Your group must choose a topic related to privilege and create a 45-60 second video. Your group will be responsible for a script, a full storyboard, and a bibliography. *I will provide a handout.* Your group must also keep a log of group activities and meetings and write a reflection on your individual and

group process. The purpose of your PSA is to educate your peers and the OSU community about some aspect of privilege around the topic of race, ethnicity, gender diversity. Your PSA must be uploaded to YouTube, so make sure it is a YouTube-compatible file type.

Photo Voice Final Project Proposal: 10 points   You are to submit a one-page proposal on a topic of interest that relates to intersections of privilege related to issues of race, gender, ethnicity, justice, and ==oppression== that you would like to explore that also impact local communities. A few Examples of larger intersectional topics that might be explored or further broken down to explore different variables are homelessness, food deserts, food insecurities, environmental racism, homophobia, health disparities, food insecurity, criminal justice system etc.)
Dr. Power-Carter must approve your topic.

Final Photo Voice Project: **100 points (ELO 1.1, 1.3, 2.2, 2.3)**
Photo voice is a form of participatory research. People use photographs to document realities and advocate for change. It has been described as way to give voice to people's lived experiences and capture the voices of those who ordinarily would not be heard. You will identify an issue or topic around race, ethnicity, and gender diversity where people do not have privilege and are marginalized or disenfranchised. Rather than have a big category like class, I would ask you to drill down to more focused issue (e.g., homelessness, food deserts, food insecurities, environmental racism, homophobia, health disparities, food insecurity, criminal justice system etc.) and use photo voice as a way to record, reflect and communicate your perspectives and understandings about the issue or topic. I encourage you not to think of this project as one completed for the sake of the course but one that reflects your personal growth.

The project will be negotiated and should reflect your interest.

Poster Presentations: 20 points   You are to share your research

Course Policies

CLASSROOM DISCUSSIONS & INTERACTIONS*
The course seeks to teach through reading multiple perspectives, thinking critically about social ==oppressions== and privileges, and discussing these matters with one another with respect, courtesy, and professionalism. Many of the topics covered in this class may cause disagreement and debate within personal readings of the materials and class discussions. Despite these challenges, respect is always necessary.

It is important that we engage the following:

- An awareness of your own social identity and upbringing
- An acceptance for discomfort, uncertainty, and ambiguity
- A willingness to challenge ideas and thoughts, as well as new ideas and thoughts being presented to you, and realize that there may not be "the" answer.
- By enrolling in this class, you are agreeing to be respectful of the varied experiences and backgrounds presented by classroom members.
- It is important that we do not silence ourselves because we are afraid of offending someone or otherwise saying the "wrong" Thing. Similarly, if someone (including me) says something that you find offensive, try your best to find a way to express how you feel.

Mindful Listening: Listening is an important skill. In particular, I would like to encourage "mindful" listening. Basically, mindful listening means that you should try to:

- *Focus* your attention on what is being said.
- *Try to understand and not evaluating*.
- *Paraphrase what has been said before responding.*
- *Empathize* and try and put yourself in others' shoes.
- *Notice your own reactions:* physical reactions (e.g., muscle tension or relaxation), internal dialogues, and external behavior (e.g., averting your gaze, crossing your arms, or leaning forward in your seat).

Discomfort and Emotional Reactions

While I do want our classroom to be a "safe," space, safe doesn't always mean "comfortable." It is the case that we may have emotional reactions to the topics we cover throughout the course. It might be the case that we experience positive emotional reactions (e.g., revelation, and compassion). However, it is also possible that we might feel anger, sadness or remorse, despair, fear, or withdrawal. I encourage you to stay in touch with and acknowledge your emotions and even study them. Questions you might ponder: Why am I feeling this way? Did something threaten a belief or underlying assumption? Did it make visible a wound? Did it make you feel demeaned or disrespected? Did it make you feel guilty or helpless? These reactions are valuable in this course. It is important to note that I am not qualified to provide psychological counseling. So, if you are feeling unsettled and/or the course touches on or uncovers particularly upsetting or personal feelings, and you want to speak with someone, the campus has resources. **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 Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org**.

Communication

The university's official mode of communication is via university email. Students and instructor should use their carmen canvas mail account when emailing.

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

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

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 -10 days**.
- **E-mail:** I will reply to carmen canvas e-mails within **24-48 hours on school days**. If it is an emergency, please write Urgent in the subject line and also call my office and leave a message.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24-48 hours on school days**.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.

- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Course Assignments and Academic Integrity

Academic Integrity

In addition to Ohio State's academic integrity policy, listed below, please review our course-specific policies:

- **Quizzes and exams**: You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached but are still expected to be completed on your own.
- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.
- **Group projects**: This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.
- **Self-Service and Chat support**: http://ocio.osu.edu/selfservice

- **Phone**: 614-688-HELP (4357)
- **Email**: 8help@osu.edu
- **TYY**: 614-688-8743

Baseline technical skills necessary for online/hybrid courses:
- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)
- Zoom or Teams

Technology necessary for this course:
- Course participants should have the following technical skills: such as recording and uploading a video, using discussion board, using Carmen Connect or video chat, creating a slide presentation, producing digital presentations, using software such as iMovie or windows media player to create short videos.

Student Resources
Technology:
EHE Tech Help   OSU Tech Support

Academics:
EHE Homepage   EHE Advising
OSU Advising   OSU Library
Dennis Learning Center   EHE Office of Research
OSU Office of Research

Student Life:
OSU Student Health Services   EHE Undergraduate Student Services
OSU Student Life   OSU Student Advocacy Center
OSU Student Financial Aid   EHE Career Services
OSU Career Counseling and Support Services   OSU Office of Diversity and Inclusion
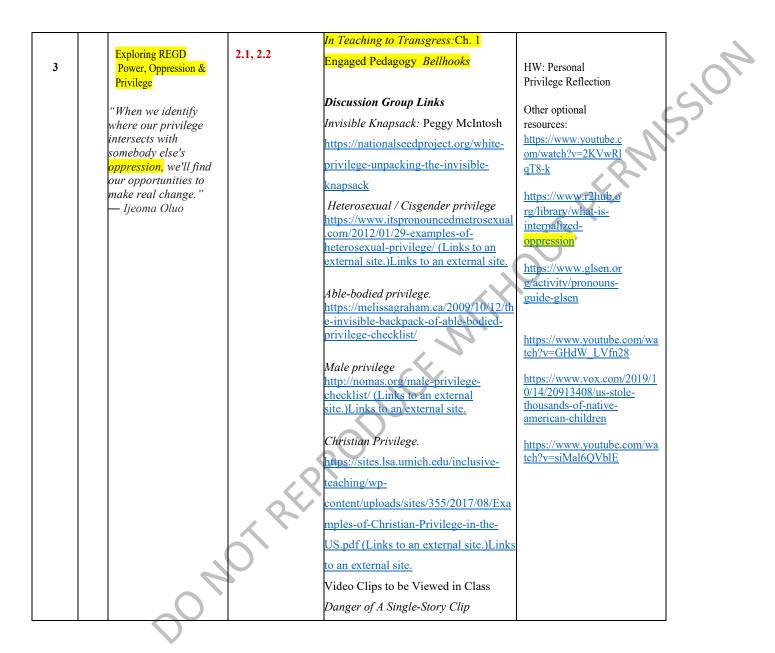EHE Office of Diversity, Inclusion, and
Community Engagement

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Tentative Course Schedule

Note: This class is a developmental one in which the needs and interests of its participants will determine its direction. Flexibility is an important aspect of teaching and learning as well as this class. I encourage you to be flexible and open as we grapple with issues related to privilege, power, intersectionality, and languaging.

WEEK		TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES DUE	ASSIGNMENTS & ASSESSMENTS DUE
1		Introductions/ Expectations Community Building **"Be the Change you want to see in the world" --Mahatma Gandhi**	**1.3, 2.2**	Review Syllabus, Course Expectations, Major Assignments, and Final Project Begin HW Assignment	HW: My Family, My History, My Identity Memoir (25 points)
2		Exploring REGD Identity *"Identity is a prison you can never escape, but the way to redeem your past is not to run from it, but to try to understand it, and use it as a foundation to grow."- Jay Z*	**1.1, 1.2, 1.3, 2.2**	*Disproprtionality in Education* Noltemeyer, Mujic & McLoughlin Ch. 1 History of Inequity in Education Deculturalization and the Struggle for Equity: A brief history of education and dominated cultures in US. By Joel Spring The Power of Privilege https://youtu.be/N0acvkHIiZs Pair & Reflect Guest Panel	Due: Midnight My Family, My History, My Identity Memoir (25 points) *HW: listen to audio of James Baldwin. Lecture* *Review Session 6 short* *Discussion group links*

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3	<mark>Exploring REGD Power, Oppression & Privilege</mark> *"When we identify where our privilege intersects with somebody else's <mark>oppression,</mark> we'll find our opportunities to make real change."* — *Ijeoma Oluo*	**2.1, 2.2**	<mark>*In Teaching to Transgress:*Ch. 1 Engaged Pedagogy *Bellhooks*</mark> ***Discussion Group Links*** *Invisible Knapsack:* Peggy McIntosh https://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack *Heterosexual / Cisgender privilege* https://www.itspronouncedmetrosexual.com/2012/01/29-examples-of-heterosexual-privilege/ (Links to an external site.)Links to an external site. *Able-bodied privilege.* https://melissagraham.ca/2009/10/12/the-invisible-backpack-of-able-bodied-privilege-checklist/ *Male privilege* http://nomas.org/male-privilege-checklist/ (Links to an external site.)Links to an external site. *Christian Privilege.* https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/355/2017/08/Examples-of-Christian-Privilege-in-the-US.pdf (Links to an external site.)Links to an external site. Video Clips to be Viewed in Class *Danger of A Single-Story Clip*	HW: Personal Privilege Reflection Other optional resources: https://www.youtube.com/watch?v=2KVwRlqT8-k https://www.r2hub.org/library/what-is-<mark>internalized-oppression</mark> https://www.glsen.org/activity/pronouns-guide-glsen https://www.youtube.com/watch?v=GHdW_LVfn28 https://www.vox.com/2019/10/14/20913408/us-stole-thousands-of-native-american-children https://www.youtube.com/watch?v=siMal6QVblE

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				https://www.youtube.com/watch?v=D9lhs241zeg&t=607s *Poverty & Privilege video clip* https://youtu.be/rHyNBGIFYl8 https://www.youtube.com/watch?v=RYU6epXyxhg **REFLECTION & PROCESSING TIME**	
4		Exploring REGD & Intersectionality *"There is no thing as a single-issue struggle because we do not live single-issue lives."* — Audre Lorde *"Find out who you are and do it on purpose."* *Dolly* Pardon	**2.1, 2.2**	Intersectionality in Education Cavendish & Samson/ Ch. 2 Law, Identity & Access to Education James Kimberlee Crenshaw https://www.youtube.com/watch?v=akOe5-UsQ2o https://www.khanacademy.org/test-prep/mcat/social-inequality/social-class/v/intersectionality **REFLECTION & PROCESSING TIME**	DUE: Personal Privilege Reflection Begin Reading and watching Session 6 discussion materials
5		Community Learning Experience	**1.1, 1.2,1.4, 2.3**	**COMMUNITY LEARNING EXPERIENCE**	HW: CA Reflection Complete Session 6 discussion materials

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		"In every community, there is work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it." Marianne Williamson			
6		Expanding my REGD lens: Exploring Theories & Paradigms *"Nothing in all the world is more dangerous than sincere ignorance and conscientious stupidity*." Martin Luther King, Jr.	**2.1, 2.2**	Discussions <mark>Teaching to Transgress: Ch. 5 Theory as Liberatory Practice</mark> Black women and Feminism https://hamtramckfreeschool.files.wordpress.com/2014/03/hooks-bell-aint-i-a-woman-black-woman-and-feminism.pdf Native American https://www.youtube.com/watch?v=GHdW_LVfn28 https://www.vox.com/2019/10/14/20913408/us-stole-thousands-of-native-american-children https://www.youtube.com/watch?v=siMal6QVblE Queer Theory https://www.youtube.com/watch?v=UpE0u9Dx_24 **REFLECTION & PROCESSING TIME**	DUE: CA Reflection HW: Complete session 7 discussion materials Other Resources: http://www.oregoncampuscompact.org/uploads/1/3/0/4/13042698/patricia_hill_collins_black_feminist_thought_in_the_matrix_of_domination.pdf
7		Continued	**2.1, 2.2**	UBUNTU https://www.youtube.com/watch?v=7UojwMiRpNM	

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			Borderlands https://www.youtube.com/watch?v=wt3Jzo-6jtw Paulo Freire Conscientization https://www.youtube.com/watch?v=njoJ0VRbYzc https://www.youtube.com/watch?v=aFWjnkFypFA *Stay Woke, the language and literacies of Black Lives Matter movement:* Elaine Richardson **REFLECTION & PROCESSING TIME**	
8	Community Learning Experience *"Never forget that the most powerful force on earth is love."* **Nelson Rockefeller**	**1.1, 1.2,1.4, 2.3**	**COMMUNITY LEARNING EXPERIENCE**	HW: CA Reflection **Final Project Proposal Due** HW: Complete Session 9 discussion materials
9	REGD: Tensions discomfort & consequences *"Be not afraid of discomfort. If you can't put yourself in a situation where you are uncomfortable, then you will never grow. You will never*	**2.1, 2.2**	Internalized oppression: http://www.gcorr.org/what-is-internalized-oppression/ Fragility Delgado (Article) https://www.jstor.org/stable/45157307?casa_token=5Eeh7QsypmAAAAAA%3AMnL1063Jdgqq_diId5Rih0AHb4ArWIOICIh1YRxgY4EOujKXyt6Pm0IqvWz_vxvA9vovXiDhITsCdSWTX0aXmGok7ZeUAtIXqgE1WIRx0_uzAo675fs&seq=3	DUE: CA Reflection **Group PSA**

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			What is internalized Racism (Article) Bivens https://static1.squarespace.com/static/55e9d34be4b0ab8467774bff/t/5d24b32c11aeac000107d34b/1562686253349/What_is_Internalized_Racism.pdf *Linguistics of Colorblind Racism* Delgado (Article) https://journals.sagepub.com/doi/pdf/10.1177/08969205020280010501 *Listen to audio of Toni Morrison's Nobel Speech* **REFLECTION & PROCESSING TIME**	
	change. You'll never learn." **Jason Reynolds** *"If there is no struggle, there is no progress."* Frederick Douglass			
10			SRING BREAK	
11	Community Learning Experience *"The greatness of a community is a community is most accurately measured by the compassionate actions of its members* Coretta Scott King	**1.1, 1.2,1.4, 2.3**	**COMMUNITY LEARNING EXPERIENCE**	HW Article: Difficult Dialogues by Watts (Handout) Article: How do we Witness: Tochluk (Handout)
12	*Revisiting Me* Exploring REGD tensions & becoming critically conscious *"Whatever you want to do, if you want to be great at it, you have to love it and be able to make sacrifices for it."* – **Maya Angelou**	**2.1, 2.2**	Discuss Watts difficult dialogues: Privilege and Social Justice (Handout) How do we Witness: Tochluk	

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			REFLECTION & PROCESSING TIME	
13		Reflections /Project Day	**2.1, 2.2** **Project Day** **REFLECTION & PROCESSING TIME**	
14		Project Poster Session at Union/Engage OSU Community	**1.1, 1.3, 2.2, 2.3** **Final Class**	**Final Photo Voice Project & Presentation**

Photo Voice Final Project Handout

Final Photo Voice Project: 100 points (ELO 1.1, 1.3, 2.2, 2.3)

Photo voice is a form of participatory research. People use photographs to document realities and advocate for change. It has been described as way to give voice to people's lived experiences and capture the voices of those who ordinarily would not be heard. You will identify a topic or intersecting topic around race, ethnicity, and gender diversity where people do not have privilege and are marginalized or disenfranchised. Rather than have a big category, I would ask you to drill down to more focused issue (e.g., homelessness, food insecurity, food deserts, environmental racism, climate justice, Refugee crisis, gun violence, ageism, illiteracy, wealth gap, school to prison pipeline/school discipline, homophobia, childhood obesity, healthcare inequity, civil rights, gender pay gap, unequal education, linguistic justice, sexual harassment, inequity etc.…) and use photo voice to record, reflect and communicate your perspectives and understandings about the issue or topic. Your topic must be approved by the instructor. I encourage you not to think of this project as one completed for the sake of the course but one that reflects your personal growth.

Consider pondering the following questions:
- How is privilege functioning?
- What are some of the challenges? Are their tensions? If so, how do people navigate them?
- How has this work impacted my thinking about race, gender, and identity?

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Your final product should be informed by your community learning experience as well as course work and discussions. *If you want to use photographs from your community learning experience, it is important that you follow community learning site's policies on photographs.*

Final Product should include the following:

- A theme/topic informed by your community learning experience and course work
- At least 8-10 images that reflect your thinking
- Each picture should include a
    - A caption that does not contain personal identifiers *(such as name of the person or the location)*.
    - A concise and thoughtful 1-2 paragraph narrative describing the photograph supported by course and your own research
        - What you see and how?
        - Information and/or evidence that supports how you see
        - Relevance of your topic?
- Your presentation should be clear and concise and professionally displayed on a folding poster board. You should be prepared to discuss your work.
- A one-page reflection of your overall community learning experience and learning from the course must be submitted with your poster.

Finally, you will present and share your final photo voice as a class poster session at a community location (e.g., The Union or local public library) arranged by the course instructor.

GE Requirements: Race, Ethnic and Gender Diversity	
Course Goals	**Race, Ethnic and Gender Diversity Expected Goals & Learning Outcomes**
By the end of this course, students will be able to: 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. • understand the relationship between language/languaging, power, privilege, and systemic oppression as it relates to our identities and the identities of others. • Explore language as a way of" seeing" how privilege and oppression functions and reproduced historically and can be consequential and have implications for people in various ways (socially, economically, culturally) • Explore knowledge, oppression, and privilege through language as it relates to race, ethnicity, gender, class, ability etc. GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.	1.1 Describe and evaluate the social positions and representations of categories including race, gender and ethnicity, and possibly others. 1.2 Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. 1.3 Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences. 1.4 Evaluate social and ethical implications of studying race, gender and ethnicity. 2.1 Demonstrate critical self-reflection and critique of their social positions and identities. 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs or behaviors. 2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others

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- define and understand in one's own words privilege and oppression and intersecting categories such as race, gender, and ethnicity are often implicated in complex systems of power.
- Develop a deeper understanding of others in relations to ourselves.
- Promote critical consciousness as a part of everyday life.

Intersections of Privilege GE ASSIGNEMENT RUBRIC

ELO	Element	Exceeds Expectations 4	Meets Expectations 3	Emerging 2	Does Not Meet Expectations 1
ELO 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and	**Topic** Identify and explore a topic/theme around race, ethnicity, and/or gender or an intersecting issue related to privilege, oppression or marginalization informed by your community learning experience	**Clearly** Identifies topic and an intersecting issue (e.g., poverty, homelessness, health disparities) related to race gender, or ethnicity and **provides compelling** evidence that their topic examines	**Clearly** Identifies topic and an intersecting issue (e.g., poverty, homelessness, health disparities) related to race gender, or ethnicity and **provides evidence** that their topic examines privilege and oppression	**Somewhat** identifies topic and an intersecting issue (e.g., poverty, homelessness, health disparities) related to race gender, or ethnicity and **provides lmited** evidence that their topic examines privilege and oppression	**Does not identify** topic and an intersecting issue (e.g., poverty, homelessness, health disparities) related to race gender, or ethnicity and **provides very limited** evidence that their topic examines privilege and

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possibly others.		privilege and ==oppression== from their community learning experience	from their community learning experience	from their community learning experience	==oppression== from their community learning experience
		Demonstrates an **extensive understanding** of how race, gender, and ethnicity can inform social position	**Demonstrates an understanding** of how race, gender, and ethnicity can inform social position	**Demonstrates a limited** understanding of how race, gender, and ethnicity can inform social position	**Demonstrate a very limited understanding** of how race, gender, and ethnicity can inform social position
ELO 2.3 Describe how the categories of race, gender and ethnicity influence the lived experiences of others.	**IMAGES** Provide 8-10 images that reflect your thinking around your theme and/or topic related to race, gender, ethnicity, or an intersecting issue, and illustrate how it influences the lived experiences of others	**Identifies and includes 8-10** images with captions that explores approved topic Provides captions and a paragraph for each image that **demonstrates a broad** understanding of how race, gender, ethnicity, or an interesting issue influences the lived experiences of others	**Identifies and includes 7 images** with captions that explores approved theme Provides captions and a paragraph and **demonstrates an understanding** of how race, gender, ethnicity, or an interesting issue influences the lived experiences of others	Identifies and includes 5-6 images with captions that explores approved topic Provides captions and a paragraph but **demonstrates a limited understanding** of how race, gender, ethnicity, or an interesting issue influences the lived experiences of others	**Identifies and includes 4 or fewer images** with captions that explores approved topic Provides captions and a paragraph but **demonstrate a very limited understanding** of how race, gender, ethnicity, or an interesting issue influences the lived experiences of others

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ELO 1.2 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.

ELO 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity. | **Analysis/Clear Perspective** supported by course readings, discussion, your own research, and informed by your learning experience use images to explore complexities of power, privilege, and oppression functions and can be impactful to everyday people and

Shares potential implications of your exploration in helping to understand broader societal issues | Each image includes 2 paragraphs that demonstrate an **extensive understanding** of the image's relevance to power, privilege, ==oppression== and how it functions.

Includes 2 paragraphs for each image that **reflects an extensive understanding** of the relationship between race, gender, ethnicity, and power relations on People's lived experiences and societal issues | Each image includes 2 paragraphs that **demonstrate an understanding** of the image's relevance to power, privilege, ==oppression== and how it functions.

Includes 2 paragraphs for each image that **reflects an understanding** of the relationship between race, gender, ethnicity, and power relations on People's lived experiences and societal issues | Each image includes 1 paragraph that **demonstrates a limited understanding** of the image's relevance to p power, privilege, ==oppression==, and how it functions.

Includes 1 paragraph for each image that **reflects a limited understanding** of the relationship between race, gender, ethnicity, and power relations on People's lived experiences and societal issues | Each image includes 1 **paragraph that demonstrates a very limited understanding** of the image's relevance to power, privilege, and ==oppression==, and how it functions.

Includes 1 paragraph for each image that **reflects a very limited** understanding of the relationship between race, gender, ethnicity, and power relations on People's lived experiences and societal issues |
| | | | | | |

		Presentation	Presentation **utilizes format, skills and disposition**s that **significantly engage**s audience.	Presentation **utilizes format, skills and disposition**s that **engage** audience. .	Presentation **utilizes limited format, skills or dispositions** that **somewhat engage** audience.	Presentation **utilizes very limited format, skills, or disposition**s that **does not engage** audience.
ELO 2.1 Demonstrate critical self-reflection and critique of their social positions and identities. ELO 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.	**Overall Critical Reflection** A 1-1/2-page reflection on community learning experience and the course. Explains 2 areas of personal growth, (e.g., what he/she/they learned about others and self) Fully discusses at least 2 challenges or tensions, that surfaced over		**Includes a concise 1 -11/2-page reflection** on his/her/their community learning experience and explains 2 areas of personal growth **Thoroughly details and discusses** at least 2 challenges or tensions, that surfaced over the course of the class as well as how perceptions can shape attitudes around race, ethnic, and gender diversity.	**Includes a 1 -11/2-page reflection** on his/her/their community learning experience and explains 2 areas of personal growth **Discusses at least 2 challenges** or tensions, that surfaced over the course of the class as well as how perceptions can shape attitudes around race, ethnic, and gender diversity.	**Includes a 1 -11/2-page reflection** on his/her/their community learning experience and **limited explanation** of 1 areas of personal growth **Discusses at least 1 challenge** or tensions, that surfaced over the course of the class with **limited understanding** of how perceptions can shape attitudes around race, ethnic, and gender diversity.	**Includes less than 1 -11/2-page reflection** on his/her/their community learning experience and a **very limited explanation** 1 areas of personal growth **Discusses at least 1 challenge** or tensions, that surfaced over the course of the class **with very limited understanding** of how perceptions can shape attitudes around race, ethnic, and gender diversity.

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the course of the class and how perceptions can shape attitudes around race, ethnic, and gender diversity. Ponder to what extent if any has this exploration and the course been impactful to you	**Articulates a complex understanding** of how the course helped them thoughtfully reflect on their social position and identity as well as the social position and identity of others. **Demonstrates an advanced understanding** of how language, perceptions, and attitudes on race, gender, and ethnicity can shape one's beliefs, and behaviors about self and others	**Articulates an understanding** of how the course helped them thoughtfully reflect on their social position and identity as well as the social position and identity of others. **Demonstrates an understanding** of how language, perceptions, and attitudes on race, gender, and ethnicity can shape one's beliefs, and behaviors about self and others	**Articulates a limited understanding** of how the course helped them thoughtfully reflect on their social position and identity as well as the social position and identity of others. **Demonstrates a limited understanding** of how language, perceptions, and attitudes on race, gender, and ethnicity can shape one's beliefs, and behaviors about self and others	**Articulates a very limited understanding** of how the course helped them thoughtfully reflect on their social position and identity as well as the social position and identity of others. **Demonstrates a very limited understanding** of how language, perceptions, and attitudes on race, gender, and ethnicity can shape one's beliefs, and behaviors about self and others

Institutional Policies

<p style="color:red; text-align:right;">Academic Integrity</p>

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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

[Adjust the following statement to align with your inclusion of course-specific academic integrity policies listed under the *Course Policies* header above] See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Accessibility 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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

Accessibility of course technology: This course requires use of Carmen (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. Carmen (Canvas) accessibility documentation.

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Off-Campus Field Experiences

[If applicable, describe the nature of and provisions made for off-campus field experience in terms of the following: (1) Collaboration between OSU and school partners; (2) Evidence of attainment of field experience objectives]

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording**: Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials**: Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials**: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course, but this does not apply to uses outside of the course.

Mental Health Statement

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. 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 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org**.

[optional] Trigger Warning: Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or 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.

Diversity Statement

The College of Education and Human Ecology 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, as discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

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.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit **odi.osu.edu/ccampis**

Appendix

Intersections of Privilege
Community Learning Experience (CLE)

Community Learning Experience is an experiential learning opportunity between this course and a community-based organization. It provides students with practical experiences and insight as they explore intersections of privilege in the lives of others as well as their own. **(ELO 1.1, 1.2, 1.3, 2.1)**

Overall Goals and Objectives

- Students will be provided an opportunity to understand at a practical level how intersection of privilege across various forms of oppression inform people's lived experiences.
- Students will be able to utilize knowledge learned during their selected CLE to widen theoretical, conceptual, and practical understandings about privilege as it relates to race (e.g., class, gender, equity, and inclusions).
- Students will be able to connect and critically engage learning between the course and the hands-on learning from their community learning experience.

Course Participants should

- ✓ Engage the learning experience during designated time weekly

Agreement of Reciprocity: As, Instructor of the course, I value your support in my efforts to cultivate thoughtful youth who want to be critically engaged in our community. I want to make sure that you know that your willingness to make space for my student(s) is invaluable to me, and I view our relationship as reciprocal in nature, meaning that I value your voice and welcome, feedback, ideas, and/or critique of this community engagement learning experience.

Community Learning Experience Application via Photo Voice Project: People use photographs to document their realities and advocate for change. It has been described as way to give voice to people's lived experiences and capture the voices of those who ordinarily would not be heard. Students in the course will select a topic that around race, gender, and ethnicity or intersections of topic related to privilege/oppression and use photo voice to record, reflect and communicate their perspectives and understandings of their topic. They will identify a topic informed by their community learning experience. They will consider pondering the following questions: How is privilege functioning? What are some of the challenges that folks face around their selected topic? Are their tensions? If so, how do people navigate them? What does this make me think about? What are my tensions? Students are to use images that reflect their thinking. (If they want to use images of your organization or related to their work with youth, I have instructed them to get permission from you. Pictures from your organization are not necessary for their project.) Their projects will

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also be informed by their course work and discussions. Students will present their projects at a location in the community. You are more than welcome to attend. Please let me know if you are interested power-carter.2@osu.edu

Potential Community Learning Experience Opportunities	
Compiled for Specifically for this Course. *Please do not share or use this list without permission.* *It took a great deal of time to prepare in advance.*	
1. **Youth Mind Builders**	N/A
2. **YMCA of Central Ohio**	http://www.ymcacolumbus.org/volunteer
3. **Columbus Metropolitian Library**	columbuslibrary.org
4. **Volunteer Guardian Program**	http://www.coaaa.org
5. **Junior Achievement of Central Ohio**	https://centralohio.ja.org/
6. **Women Just Like Me**	https://womenjustlikeme.org/
7. **Columbus Women & Girls Fest**	**https://edforfreedom.org/cbuswgfest**
8. **Gladden House**	https://www.gladdenhouse.org/
9. **German Village Garten Club**	https://www.germanvillagegartenclub.com/
10. **Heinzerling Community**	https://heinzerling.org/
11. **Byron Saunders Foundation**	https://www.thebyronsaundersfoundation.org/
12. **Kaleidoscope Youth Center**	https://www.kycohio.org/
13. **All That-Teens Hopeful About Tomorrow**	https://www.mentoring.org/
14. **Period Pantry Project**	https://www.theperiodpantryproject.org/
15. **Think. Make. Live**	https://tmlyouth.org/
16. **Jewish Family Services**	http://jfscolumbus.org
17. **Columbus Coalition for the Homeless**	https://columbushomeless.org/

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18. St. Stephens Community House	https://www.saintstephensch.org/
19. Andrew's House	http://www.andrewshouse.org/volunteer/volunteer-2/
20. Star House	https://www.starhouse.us/
21. The Open Shelter	https://theopenshelter.org/volunteering/
22. Columbus Humane Society	https://www.columbushumane.org/
23. Equitas Health	https://equitashealth.com/
24. Unverferth House	https://unverferthhouse.org/
25. Open Door Art Studio	https://opendoorcolumbus.org/
26. Ronald McDonald House	https://rmhc-centralohio.org/
27. Columbus Literacy Council	https://www.clcworks.org/
28. Stonewall Columbus	https://stonewallcolumbus.org/
29. Life Smart Education	https://lifesmarteducation.org/
30. Sierra Club	https://www.sierraclub.org/
31. Magazine Publisher's Family Literacy Project	https://magliteracy.org/

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.

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)*

Course Subject & Number: _____

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

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

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

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

B. Specific Goals of Historical *or* Cultural Studies

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

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

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)*

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)*

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

A. Foundations

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

B. Specific Goals

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

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

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

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

Course Subject & Number: _____

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

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

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

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)*

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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