

Term Information

Effective Term Autumn 2023
[Previous Value](#) Autumn 2022

Course Change Information

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

Adding Foundations REGD to the course

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

Course is a good fit for the Foundations REGD

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2610
Course Title A Survey of U.S. Women's and Gender History: Diversity and Intersections
[Previous Value](#) [Introduction to Women and Gender in the U.S.](#)
Transcript Abbreviation U.S.Women/Gender
Course Description Survey of women and gender from pre-European settlement to present, with particular attention to differences among women.
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
[Previous Value](#) [Yes, Greater or equal to 50% at a distance](#)
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Recitation
Grade Roster Component Recitation
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx.

Exclusions

Previous Value

Not open to students with credit for 325.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0102

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Social Diversity in the United States; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Social Diversity in the United States; Historical and Cultural Studies

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- In this course, students will evaluate the social positions by examining and comparing the rights and status of women and men in a wide range of American societies over time.
- Students will examine authority and autonomy and ask how social constructs such as gender and race affect these types of power.
- Students will consider key questions about the intersections of race and gender in the colonial era to present-day America.
- Students will consider the importance to historical study of seeking out the experiences of all women, reframing our views of the past with an awareness of past patriarchal biases, learning to ask different questions about history.

Previous Value

COURSE CHANGE REQUEST
2610 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/25/2023

Content Topic List

- Gender roles
- Work
- Sexuality
- Reproduction
- Religion
- Women's movements
- Politics
- Public policy
- Popular culture
- Race and ethnicity

Sought Concurrence
Previous Value

No

Attachments

- 2610 REGD May 28, 2022 ge foundations submission form.pdf: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 2610 Syllabus Murphy REGD [REVISED 1.24.2023].docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Please see feedback email sent to department 9/29/22 RLS *(by Steele, Rachel Lea on 09/29/2022 03:51 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---|---------------------|------------------------|
| Submitted | Getson, Jennifer L. | 06/24/2022 12:28 PM | Submitted for Approval |
| Approved | Soland, Birgitte | 06/24/2022 02:29 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 08/22/2022 02:59 PM | College Approval |
| Revision Requested | Steele, Rachel Lea | 09/29/2022 03:51 PM | ASCCAO Approval |
| Submitted | Getson, Jennifer L. | 01/24/2023 06:04 PM | Submitted for Approval |
| Approved | Soland, Birgitte | 01/24/2023 07:46 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 01/25/2023 03:10 PM | College Approval |
| Pending Approval | Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 01/25/2023 03:10 PM | ASCCAO Approval |

A Survey of U.S. Women's and Gender History: Diversity and Intersections

Dr. Lucy Murphy, Professor of History.

Office: Adena 145, Newark campus, (740) 364-9592, murphy.500@osu.edu

Web site: <https://carmen.osu.edu/>

Welcome to History 2610! This course is designed to give you an overview of the diversity and intersections of women's experiences and gender roles in pre-colonial and colonial America and the United States up to the present day. We will be focusing on colonization, work, and activism, among other topics with a comparative and intersectional lens. Classes will include lectures, discussions, films and other audiovisual materials.

This course fulfills 3 semester hours of your GE requirement Race, Ethnicity, Gender, and Diversity, and/or Historical Studies credit. It can also be used as one of the courses for the History major, the History minor, or the Women's, Gender, and Sexuality Studies (WGSS) minor.

In the History major, this is a Group B (2) course, dealing with the period after 1750, and Category B (4) on North America. Also in Category C (2) thematic concentration in Race, Ethnicity, and Nation; or Women's and Gender Studies

Course Content and Expected Learning Outcomes:

By the end of the course, successful students are able to ...

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.

These goals will be accomplished as follows:

| Goals | Expected Learning Outcomes | Related Course Content ELOs |
|--|--|--|
| <p>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.</p> | <p>Successful students are able to ...</p> <p>1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.</p> | <p>In this course, students will evaluate the social positions by examining and comparing the rights and status of women and men in a wide range of American societies over time. In Week 5, for instance, we examine and compare the ideals of womanhood in Native American, Euroamerican, and African American communities, including indigenous traditional villages, colonial towns and cities, and both slave and free societies of the 19th century.</p> |
| | <p>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.</p> | <p>Students will examine authority and autonomy and ask how social constructs such as gender and race affect these types of power. For example, in Week 2, students compare the lives of four indigenous women of the colonial era. These four women were from different tribes, regions, and religions. Each became entangled in the encounters between their people and Europeans. Two were enslaved and one became a hostage. During class discussions and in a subsequent quiz, students analyze the ways that gender, ethnicity, race, religion, region, marital status, and servitude affected women's lives, especially the degree of autonomy and authority available to each one.</p> |
| | <p>1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.</p> | <p>These issues are central to this class. For example: In Week 4, we consider key questions about the intersections of race and gender in the colonial era and the Early Republic. How did gender affect the experiences of enslaved African Americans? How were Black, White, and Native American women affected by the Revolutionary war--and to what extent were their experiences shaped by their race, gender, place of residence, religion, family roles, and social class?</p> |
| | <p>1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.</p> | <p>The social and ethical implications of studying race, gender, and ethnicity emerge in Week 1, where we consider the importance to historical study of seeking out the experiences of all women, reframing our views of the past with an awareness of past patriarchal biases, learning to ask different questions about history, and constantly seeking new ways to understand the perspectives of those who were previously invisible.</p> |
| <p>Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.</p> | <p>2.1 Demonstrate critical self-reflection and critique of their social positions and identities.</p> | <p>Students can reflect on their own positions and identities in a Discussion post in Week 2, and as an option on their final paper where they can interview a grandmother or other elder and analyze the ways that ethnicity, race, gender, religion, social class, and other factors affected her life.</p> |
| | <p>2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.</p> | <p>This topic appears in numerous places throughout the course. For example: In Weeks 1 and 2, we explore the ways that Native Americans viewed Europeans--and vice-versa--during the process of colonization, and we explore the concept of ethnocentrism in this context and the ramifications of the prejudices which ensued, leading to stereotypes, among other negative outcomes.</p> |
| | <p>2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.</p> | <p>Throughout the course, we examine these issues. Students are asked to analyze in writing and in class discussion the ways that race, gender, ethnicity, and other variables influenced the life experiences of individuals in our specific case studies and also for groups in general.</p> |

Course Requirements:

Carmen: It is essential that you familiarize yourself with our Carmen website and use it frequently to keep up with the class. I will post announcements, readings, course materials, and lecture slides on this site. You will complete some assignments on this site (others will be completed in class). Please tell me right away by email or in person if you have trouble with Carmen so that I can help you. NOTE: I have learned that students with iPads should NOT use the Carmen app, but instead log in to carmen.osu.edu through the browser.

Books: The following book is available for purchase or rent in the bookstore. You may also be able to buy it online or find a copy on Interlibrary Loan.

- Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge, ISBN 0-415-92138-4.
- Additional readings and study guides will be handed out in class or posted on the class website.

Grades will be based on:

- 10%--Participation
- 10%--Quiz 1
- 20%--Test 1
- 15% --Quiz 2
- 20%--Test 2
- 10%--Quiz 3
- 5%--Final Exam
- 10%--Final paper

Your participation grade will be determined by your contributions to discussion, preparation for class, in-class assignments, respect for classmates, effort, and attendance. Students are expected to attend class regularly, keep up with reading assignments, and come to class prepared to participate in class discussions and activities.

Tests and quizzes will include true/false, short answers, essay questions, and matching of names, terms, and concepts.

Your final paper will be based upon our class materials and one of the following topics below. The paper must also incorporate an intersectional analysis that includes race, ethnicity and gender. You may also choose to incorporate other identities as well (class, disability, sexuality, etc.) but your paper must include race, ethnicity, and gender for full credit.

- an interview with a woman born before 1962
- materials in the OSU cartoon library
- articles and documents from the Women and Social Movements database available through the OSUN Warner library website
- a topic chosen from the list of optional articles for this class
- or inspired by back issues of Ms. Magazine, available in the OSUN Warner library.

Further instructions will be handed out and explained in class.

Grading Scale:

A = 93 – 100%

A- = 90 - 92%

B+ = 87 - 89%

B = 83 - 86%

C = 73 - 76%

E = Below 60

B- = 80 - 82%

C- = 70 - 72%

C+ = 77- 79%

D = 60 - 69%

For extra credit, do one or more of the *optional readings* listed on this syllabus (readings will be posted on Carmen), and write a 1-2 page review. Review instructions will be posted on Carmen under “Files,” and “Assignments.” And/or bring newspaper or magazine clippings, or political cartoons, about women’s issues which interest you.

Attendance: You are expected to attend class regularly and to be on time. Absences will reduce your participation in class, and of course, your participation grade will reflect this. Chronic tardiness is a sign of extreme disrespect. So is leaving class early. Your participation grade will reflect this, too. IF YOU HAVE A HEALTH OR PERSONAL SITUATION that prevents you from attending class, please let me know so that I can help you to catch up.

Late assignments will receive lower grades, unless approved by the professor in advance. Assignments more than **one week late will not be accepted**, unless approved by the professor.

Tests may be **made up** only if the student's absence was caused by a **documented** personal emergency or illness. This means the student must present a document such as a doctor’s note, traffic ticket, etc. If a crisis prevents you from taking a test or making a presentation, you must notify the instructor right away, within 48 hours of the due date.

All assignments not done in class must be **typed**. Some assignments may be uploaded to Carmen. Keep a copy of everything you hand in. Proofread all assignments before you hand them in. Do not waste my time by handing in an assignment you have not checked for typing, spelling, grammar, and punctuation errors. If in doubt, have a friend proofread your final copy. Do not send me assignments electronically by email.

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

Tips for Success:

- The syllabus is your roadmap for the course (or perhaps your GPS system :-)). Consult it regularly.
- Keep up with the reading. Use a dictionary or a relevant app to build your vocabulary.
- Take good notes in class and on the readings. Outline readings to improve comprehension. Be sure to look at the study questions for readings, when available.

- Check the Carmen website frequently for class announcements, study guides, and additional course materials.
- Ask questions. Contribute to class discussions.
- **If you have trouble** with an assignment or just have questions, please ask your instructor for help by email or in person. Stop by the office, for extra help, or just to chat, or stick around after class.
- Check out the Student Services available at this website:
 - <https://newark.osu.edu/students/support-services.html>
- Here is a link to the Tutoring Center: <https://newark.osu.edu/students/support-services/tutoring-center/> I understand they will be both online and in person.
- You can get writing help for any class at the OSU Newark Writer's Studio in Warner Hall. <https://newark.osu.edu/students/support-services/the-writers-studio/>
- Want to improve your study skills? Our Learning Specialist, Mr. Avila-Medina, has some materials posted online that can help you. You can also get extra help through his office. Make an appointment: <http://newark.osu.edu/students/support-services/learning-skills-specialist.html> Go to the web site above to access online success workshops.
- If English is not your first language, you can get ELL tutoring here on campus. (But please also tell your instructor that English is not your first language.) Go to the Tutoring Center website and request ELL support:
<https://newark.osu.edu/students/support-services/tutoring-center/>

IMPORTANT: All assignments must be **your own work** and must be in your own words. Use quotation marks when borrowing someone else's phrases, and give your sources. Avoid long quotations. When in doubt, ask the professor for assistance. **Do not copy phrases, sentences, or any other text from any source, including web sites, without using quotation marks and citing the source properly.** If you have any questions about this, ask Prof. Murphy or seek help in the writing lab.

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

Here is a direct link for discussion of plagiarism:
<https://cstw.osu.edu/writing-resources/paper-content-and-organization/plagiarism>

Tips for Good Discussion

- Be prepared for class. If you are not prepared, don't try to fake it.
- Do participate in each class discussion with comments, questions, and/or suggestions.
- Speak to the whole class, not just to the professor.
- Do not chat with a neighbor during lectures. This is rude, distracting, and immature.
- Do not run on and on. Give others a chance to participate.

- Encourage others to participate. Ask what others think.
- Explore alternative interpretations.
- Be respectful of other points of view, but don't be afraid to disagree. Disagreement can be very good for the learning process.
- Give examples and details from readings, films, etc.
- Try to keep a sense of humor, where appropriate.
- If you miss a class, you are not participating. Each absence will reduce your participation grade.

PLEASE TAKE CARE OF YOURSELF (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 are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Ohio State information about sexual misconduct/relationship violence:

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

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

Land Acknowledgement: The Ohio State University occupies the ancestral and contemporary lands of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandot, Ojibwe, and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribal nations through the Indian Removal Act of 1830. The Ohio State University honors and respects the diverse Indigenous peoples connected to this land in which we gather.

Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each

member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Course Outline

This schedule is subject to change. Changes will be announced in class and on Carmen.

Week 1: Introduction, Native American Women

T: Course Introduction

During this class we will introduce ourselves to each other, go over the course syllabus, and discuss the implications of an intersectional perspective on Women's and Gender History in the United States focused on connections between gender, race, ethnicity and class. This discussion will ground the students' own readings of the material for the next class, drawn from various disciplines, on intersectionality as a theoretical and historical framework.

Th.: Introduction, The Diversity of American Women's and Gender History

Before class: record your name on Name Coach, Carmen main page, on the left. Review this syllabus.

Before class, read: Atlas pp. 10-17, Kimberly Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," Stanford Law Review, 43 (6), pp. 1241-1299 and Frances Beal, "Double Jeopardy: To Be Black and Female," in Robin Morgan ed., Sisterhood is Powerful (New York: Vintage Books, 1970), 340-353. Think about: How does the concept of intersectionality help to us to frame and analyze the experiences of women in the United States? Think about your own many identities (race, ethnicity, gender, sexuality, age, immigration status, disability, socio-economic status, etc.) and how they affect your experiences and how you are treated. Think about how intersecting identities can create both privileges and prejudices.

Week 2: Native Women and Colonization

T.: Native American Women

Before class: post a self-introduction Discussion post on Carmen, AND Read and be ready to discuss: Clara Sue Kidwell, "Indian Women as Cultural Mediators," (12 pages). We will compare and contrast the four main women mentioned in this article: Pocahontas, Sacagawea, Doña Marina (Malintzin Tenepal) and Nancy Ward. How did their different indigenous cultures and historical moments influence their lives and decisions? In what ways did they mediate between indigenous and European peoples and cultures? Why? How much authority and autonomy did each have? Why? Think about the concept of intersectionality in relationship to their identities as woman and Native American, and how their experiences were informed by both. What other intersecting identities might also have informed their lives—how is that similar and different between them?

Th.: **Colonization: Women in Spanish, French, and Anglo America**
Read: Atlas, pp. 18-23; and primary source advertisements, “Runaway Women,” from Ralph F. Young, ed., *Dissent in America*, vol. 1, (3 pages). Think about: how can these articles help us to understand patriarchy and marriage? To what extent could abused wives retaliate? We will compare the lives of colonized women in Spanish, French, and Anglo America. How did the intersecting categories of religion, race, marital status, class, and servitude make a difference? What was the impact of patriarchy? Who were the indentured servants?

Week 3: Women in Anglo-America

T.: **Film: "A Midwife's Tale."**
Read: Atlas, pp. 30 – 31.
This film, based on the prize-winning book by Laurel Thatcher Ulrich, explores health care, sexuality, childbirth, sexual assault, and women’s work in New England during the 18th century.

Th.: **Women in Anglo America. QUIZ 1**
Read: Anne Firor Scott, "Self-Portraits, Three Women," from *Making the Invisible Woman Visible*, (30 pages). We will compare and contrast the lives of women in colonial and early national US history through an intersectional lens. The article examines the lives of women in three different regions, from three different religions, and three different social classes. How much autonomy did these women have? What types of work did they do? What were their family roles? How did their religions, social classes, and regions affect their lives? How did widowhood affect them when their husbands died? How were their lives impacted by the American Revolution?

Week 4: Revolution and African American Women

T.: **Revolution**
Read: Atlas, pp. 26-27;
Review Scott, “Self-Portraits” and notice the ways the Revolution affected these women.
Read Helen Tanner, “Coocoochee, Mohawk Medicine Woman,” (28 pages). How much authority did this Native American woman have? Why? Was she a “cultural mediator”? How did the Revolution and the westward expansion of Euroamerican settlement affect her and her neighbors? Compare this with the ways that the Revolution affected the women in Scott’s article, “Self-Portraits.”

Th.: **African American Women**
Read: Atlas, pp. 24-25, 42-43; and Daina Ramey Berry, ed., primary sources in “Gender and Slave Labor,” (18 pages) See the study guide for the Berry reading. We will review the introduction of slavery as part of colonization, and examine the racialization of this type of servitude. Africans and Native Americans were enslaved. We will compare their experiences with those of European indentured servants, and examine the ways that the combined effects of gender, race and ethnicity impacted the lives of unfree women and men. We will also begin to recognize the efforts of activists of all races who challenged the institution of

slavery.

Week 5: Earthworks, Women's Roles and Economic Change

T.: **Newark Earthworks field trip.** We will study the creations of indigenous people from two thousand years ago. These brilliant Moundbuilders created geometric earthen structures across 4 ½ square miles, recording the motions of the moon over an 18.6 year cycle.

The Nineteenth Century, overview. View film online: "Hearts and Hands: Women and Quilts in American History" (Carmen, film response due) This film provides an overview and introduction to the experiences of Native American, White, and Black women in the 19th century, through the lens of the sewing they did together, separately, and influenced by one another.

Th.: **Women's Roles and Economic Change**
Read: Atlas, pp. 28-29, 32-41; and Barbara Welter, "The Cult of True Womanhood," (23 pages). What sources did Welter use to locate ideals of womanhood? What were those ideals? What was new about them? Who believed them? How do ideals affect people's lives? We will compare and contrast the ideals of womanhood espoused by women and men of all ethnicities, the impact of class, religion, and region on them, and the ways that these ideals were encoded into laws. Think about the implicit assumptions around race, ethnicity and class that informed the creation and upholding of these ideals.

Read: Carol Smith-Rosenberg, "The Female World of Love and Ritual." This classic article explores women's intimate relationships in the nineteenth century.

Week 6: Women Stand Up for Justice

T.: **Women Stand Up for Justice, Early Protests and Organizations**
Read: Atlas, pp. 44-47 and Sojourner Truth, "Woman's Rights" (1851); Words of Fire, pp. 35-36 We will examine the activism of nineteenth-century women of several races, the ways they worked together, and the ways they challenged sexism, racism, and other issues. We will also consider the ways that they managed to manipulate popular ideals of womanhood in their efforts to achieve a more just society.

Th.: **Women Stand Up for Justice, Harriet Tubman, anti-slavery activists**
Film, "Harriet." TEST 1 due. We will view the biographic film about Harriet Tubman, a refugee from slavery, who liberated hundreds of others working with an interracial network of activists and led a military expedition during the Civil War. What can we learn about her from this film? We will also pay attention to the ways filmmakers dramatized her experiences, noting that some details were fictionalized. This will allow us to consider the intersections between popular culture and history. We will also learn more about Tubman, such as the ways she supported the women's rights movement, provided homes for indigent formerly enslaved people after the war, and created a rest home for senior citizens.

Week 7: Justice and Migrations

- T.: **Women's Rights Activism, Seneca Falls**
Read: Constance Rynder, "All men and women are created equal," (4 pages), about the first Women's Rights convention of 1848; and "Declaration of Sentiments," the original manifesto created during that convention (6 pages). Also read Margaret Hope Bacon, "Lucretia Mott, Pioneer for Peace," (11 pages), an article about this feminist, anti-slavery activist and proponent of non-violent resistance and Angela Y. Davis, "Working Women, Black Women, and the History of the Suffrage Movement," in *Women, Race, & Class* (New York: Vintage Books, 1981), 137-148. We will consider the ways that women of all races pushed for women's rights through a variety of organizations, and push back against a prevalent narrative around suffrage that has historically privileged white women's voices.
- Th.: **Westward Migrations, Changing Borders, Indian Policies.**
Read Rose Stremlau, "'I Know What an Indian Woman Can Do,' Sarah Winnemucca Writes about Rape on the Northern Paiute Frontier," (11 pages).
Read: biography of Hawaiian Queen Liliuokalani, <http://www.history.com/topics/liliuokalani>. As the United States pushed its borders westward and migrants from the US colonized western regions and islands such as Hawaii, what were the implications for the indigenous people? How were women's experiences different from and similar to those of men? The Gold Rush brought thousands of migrants to California and the West, including people from the eastern U.S., China, Latin America, and even Europe. The economy and behavior of the overwhelmingly male migrants were largely unregulated. We will examine the gendered dynamics of this history, and how race and ethnicity also played an intersectional role in this dynamic.

Week 8: Civil War and Reconstruction

- T. : **Civil War and Reconstruction,**
Read: Atlas, pp. 48-59; Jean F. Yellin, "Marching Without a Lance, Giving Meaning to Freedom," in *Women, Families, and Communities: Readings in American History*, (15 pages). Wars may be times when race and gender can be renegotiated. How much impact did the Civil War have? How did the liberation of the enslaved populations play out in the post-war period? This article examines the roles of Black volunteers and others to assist and educate freed people in the decades after the war. We will also examine the evolution of the post-war economies and systems such as sharecropping.
- Th.: **Civil War and Reconstruction, the West.**
A continuation of the above topics, and exploration of the ways that the U.S. takeover of the northern half of Mexico after the mid-19th century impacted indigenous and Hispanic women, men, families, and communities. How did Indian policies force Native people off their lands and onto reservations? We

will also discuss the Native American boarding school systems and their impacts on families, girls, and boys.

Week 9: Migration, Labor, Reform

- T.: **Labor and Immigration**
Read: Atlas, pp. 60-71; and Hilda Satt Polacheck, *I Came a Stranger, The Story of a Hull-House Girl*, excerpt 1, chapters 4, 5, and 6. **See study guide.** [This is a memoir of a Polish immigrant and her family in Chicago in the 1890s – 1940s.]
- Th.: **The Progressive Era, Jane Addams and Hull House QUIZ 2**
Read: *I Came a Stranger*, excerpt 2, chapters 7, 10, 11. [This section of the book discusses the famous social worker and Nobel Peace Prize winner, Jane Addams, and the other activists who helped the poor immigrants in Chicago, worked for world peace, and provided models for other Progressive Era projects around the world.]

Week 10: Progressive Era, “New” Women, Women Writers

- T.: **The "New Woman:" Women Writers.**
Read: Paula A. Treckel, “Lady Muckraker,” about Ida Tarbell, investigative reporter who challenged John. D. Rockefeller and the Standard Oil Company monopoly, 4 pages; Miranda Spencer, “No One Said No to Nellie [Bly],” about investigative journalist whose given name was Elizabeth Jane Cochran, 1880s – 1910s, 6 pages. Were the goals of these women similar? Did they achieve their goals? What tactics did they use to challenge injustices? How much influence could these women wield in an era before the 19th Amendment, and why?
Optional: read samples of their journalism on Carmen.
- Th.: **The "New Woman:" Women Writers.**
Film “Ida B. Wells: A Passion for Justice.” Read: Ida B. Wells, speech and excerpts from her articles.
--What tactics did she use to fight the evils of lynching? What were some other issues she addressed? Why were Black-owned periodicals important? What were some organizations she was involved with?
--Compare her to Ida Tarbell and Nellie Bly. Were their goals similar? How successful were they? Did they achieve their goals?

Week 11: Suffrage, The 1920s and 1930s

- T.: **The Right to Vote**
Read: Atlas, 74 – 95. We will examine the Woman Suffrage movement and the ways that women of many races, ethnicities, regions, and social classes worked together through multiple organizations to achieve voting rights.
- Th.: **Women in the 1920s and ‘30s**
Read: Read: Gerald Leinwand, “Flappers, the ‘New Woman,’ and changing Morality in the 1920s,” 13 pages; AND Gloria Steinem, “Margaret Sanger,” about the birth control pioneer, 3 pages. “African American Women Seed a

Movement,” in Jael Silliman, Marlene Gerber Fried, Loretta Ross, Elena R. Gutierrez, *Undivided Rights: Women of Color Organize for Reproductive Justice*, pp. 7-30, 111-128, 162-180

--What social and sexual ideals and behaviors were changing? Which women were most affected? What relationships changed? Why did the government try to limit women’s reproductive autonomy? How did race and ethnicity affect issues around reproductive autonomy?

Week 12: Depression and World War II

T.: **The Depression**

Read Chuck Wills, “Eleanor Roosevelt, First Lady of the World,” (7 pages); Brenda Child, “Nett Lake, Wild Rice and the Great Depression,” Ch. 4 from the book *Holding Our World Together: Ojibwe Women and the Survival of Community* (24 pages). How did the economic depression of the 1930s affect women, men, and children across America? An elite Progressive, Eleanor Roosevelt sought to use her privileged role to help suffering people, and to advocate for social justice. We can compare her with other activists of the Progressive era. In Brenda Child’s chapter, we are able to examine the challenges faced by indigenous Great Lakes people during the Depression era, and the ways they interacted with the mostly White officials administering New Deal programs. How did the economic challenges of the 1930s modify Ojibwe gender roles?

Th.: **World War II**

TERM PAPER TOPICS DUE, hand in a paragraph and short bibliography on Carmen

Film: “The Life and Times of Rosie the Riveter.” This film contrasts World War II Office of War Information newsreels and other recruiting media with interviews with five women war workers: 3 Black and 2 White. Compare and contrast their experiences with each other, and with the government’s messages about their efforts.

Week 13: The 1940s – 1950s

T.: **World War II and Japanese Internment**

TEST 2 due on Carmen by Friday

Read: Atlas, pp. 96-105; Valerie Matsumoto, “Japanese American Women during WWII,” (6 pages). We will examine the impact of the War on women and gender roles. We will also consider the experiences of Japanese and Japanese-American people who were forced into internment camps during the war.

Th.: **Cold War Era, the Feminine Mystique, Civil Rights**

Read: Tiyi Morris, *Womanpower Unlimited and the Black Freedom Struggle in Mississippi, Chapter 1* (11 pages); Jane Stevenson, “Rosa Parks Wouldn’t Budge,” (14 pages);_AND “Dolores Huerta,” Chicana activist and United Farm

Workers organizer. <https://www.nwhm.org/education-resources/biography/biographies/dolores-fernandez-huerta/>

We will consider the work of activists who faced off against racism and economic oppression. Did the efforts of women activists differ from those of men? Did they face different challenges? Do women activists face pushback from men, and are they more often overlooked in history and memory? What tactics have worked best for them?

Week 14: The 1960s – 1970s

- T.: **The 1960s and 1970s: Activism and the Sexual Revolution**
Read, Nancy Gibbs, “Love, Sex, Freedom, and the Paradox of the Pill” (7 pages); Ruth Rosen, “The Women’s Movement;” (14 pages) and Marc Arenberg, “Stonewall and the Unfinished Gay Revolution,” <https://origins.osu.edu/milestones/june-2019-stonewall-fifty-unfinished-gay-revolution-riot> and Elandria Henderson, "The Black Lesbian," in *Radical Feminism: A Documentary Reader*, ed. Barbara Crow, (New York - New York University Press, 2000), 325-326. What key issues about sexuality were important to activists in the 1960s and ‘70s? How was race and ethnicity included/not included in the fight for LGBTQ rights? How did the availability of contraception expand previous trends in women’s family and work roles? How did LGBTQ rights activists achieve change, and what limitations did they face?
- Film excerpts (tentative): “Makers: Women Who Make America”
- Th.: No class, Thanksgiving break. Enjoy!

Week 15: Activism and Recent Issues

- T.: **Title IX, Women's Work and Activism since the 1970s QUIZ 3**
Read: Atlas, pp. 106 – 113; AND C. M. Musil and J. Hahn, “The Triumphs of Title IX;” (6 pages); and L. Murphy, “Selma Sully Walker and Native Women’s Leadership in Ohio,” about the founder of the Native American Indian Center of Central Ohio, (20 pages). How did the laws and court challenges of the 1960s and 1970s lead to changes in women’s rights? Who benefitted most? Also, we will learn about urban Native Americans and the centers they created in cities around North America. A history of Native American women’s leadership focuses on the central Ohio area, and the lives of Selma Sully Walker, who founded the Columbus-area center, and Carol Walker Welsh, who carried on for many years as the executive director after her mother stepped down. How did these two leaders serve the needs of Native and non-Native people in central Ohio? They worked with people of many races, ethnicities, and organizations.
- Th.: **Recent Issues**
Read: Atlas, pp. 114 – 133.

Week 16 : Finishing Up

T.: **Review. Final Papers due.**

Final Exam. TBA

GE Foundation Courses

Overview

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

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

Accessibility

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

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

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

A. Foundations

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

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

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

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

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

A. Foundations

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

B. Specific Goals of Writing and Information Literacy

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

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

A. Foundations

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

B. Specific Goals

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

GE Rationale: Foundations: Natural Science (4 credits)

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

A. Foundations

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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