

Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2380
Course Title Intersectionalities and Crime
Transcript Abbreviation Intersect Crime
Course Description This course examines the influence of intersectionalities, including dimensions of race, class, gender and gender identity, sexual orientation, and immigration status along with other dimensions of privilege and disadvantage and their relationships to criminality, victimization, and processing within the criminal legal system.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 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
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1101
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Describe the origin and main concepts of intersectional theory.
- Recognize the definition of and dominant domains of research and policy within the field of criminology.
- Identify the main sources of statistics on crime and victimization in the United States and demonstrate the ability to analyze crime statistics based on demographic variables.
- Examine the origin and development of the criminal industrial complex including the impact of globalization, privatization, and militarization.
- Describe the link between social power, privilege, and opportunity structures for crime across dimensions of race, class, gender, individually and in terms of intersectionality.
- Explain the link between discrimination against LGBTQ+ communities, homelessness, crime, and victimization.
- Identify the impact of intersectionality on rates of victimization, access to social services for victims, and the ability of the state to protect the lives and safety of citizens.
- Evaluate the impact of social constructions of race, class, gender and other dimensions of disadvantage on the creation of the criminal law and the labeling of actions as criminal.
- Distinguish the effects of race, class, gender, and other characteristics on how laws are enforced via policing.
- Describe the impact of demographic characteristics on the processing decisions throughout the criminal legal system, including charging decisions, plea bargaining, jury verdicts, and sentencing.
- Examine the impact of demographic characteristics and intersectionality on punishment, including the administration of the death penalty and the reciprocal impact of the criminal legal system on inequality.

Content Topic List

- An intersectional approach to criminological research and theory.
- Statistics on crime and victimization in the U.S.
- The origin and development of the criminal industrial complex.
- The link between social power, privilege, and opportunity structures for crime across race, ethnicity, class, gender, individually and in terms of intersectionality.
- The link between discrimination against LGBTQ+ communities, homelessness, crime, and victimization.
- The impact of intersectionality on rates of victimization, access to social services for victims, and the ability of the state to protect the lives and safety of citizens.
- The impact of social constructions of race, class, gender and other dimensions of disadvantage on the creation of the criminal law and the labeling of actions as criminal.
- The effects of race, class, gender, and other characteristics on how laws are enforced via policing.
- The impact of demographic characteristics on the processing decisions throughout the criminal legal system, including charging decisions, plea bargaining, jury verdicts, and sentencing.
- The impact of demographic characteristics and intersectionality on punishment, including the administration of the death penalty and the reciprocal impact of the criminal legal system on inequality

Sought Concurrence

No

Attachments

- 2022 Sociolog and Criminology curriculum maps.xlsx: Curriculum map--see tab for Crim
(Other Supporting Documentation. Owner: Downey, Douglas B)
- Soc 2380 ge-foundations-submission.pdf
(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)
- Soc2380-Intersectionalities and Crime Syllabus - Revised.docx
(Syllabus. Owner: Downey, Douglas B)

Comments

- Please see feedback email sent 11-9-2022 RLS *(by Steele, Rachel Lea on 11/09/2022 03:48 PM)*
- The course description blurb (which will be the blurb in the course catalog) is cut off. We are talking about the course description on the form in curriculum.osu.edu. (The registrar does not look at the course description in the syllabus.)
(by Vankeerbergen, Bernadette Chantal on 08/12/2022 02:50 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	05/16/2022 11:00 AM	Submitted for Approval
Approved	Downey, Douglas B	05/16/2022 11:00 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/24/2022 05:15 PM	College Approval
Submitted	Downey, Douglas B	08/12/2022 02:21 PM	Submitted for Approval
Approved	Downey, Douglas B	08/12/2022 02:21 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/12/2022 02:50 PM	College Approval
Submitted	Downey, Douglas B	08/12/2022 02:53 PM	Submitted for Approval
Approved	Downey, Douglas B	08/12/2022 02:54 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/25/2022 04:32 PM	College Approval
Revision Requested	Steele, Rachel Lea	11/09/2022 03:48 PM	ASCCAO Approval
Submitted	Downey, Douglas B	12/05/2022 02:29 PM	Submitted for Approval
Approved	Downey, Douglas B	12/05/2022 02:30 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/05/2022 04:32 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/05/2022 04:32 PM	ASCCAO Approval

Sociology 2380: Intersectionalities and Crime

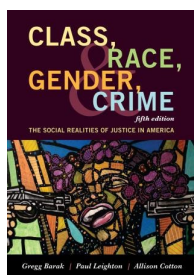
Instructor Information

Lecturer	Office Location & Hours	Office Hours
Mary Lia Reiter reiter.29@osu.edu	102 Townshend Hall (614) 259-PROF (7763)	TBD and by appointment

Course Description:

This course examines the influence of intersectionalities, including dimensions of race, class, gender and gender identity, sexual orientation, and immigration status along with other dimensions of privilege and disadvantage and their relationships to criminality, victimization, and processing within the criminal legal system. We will focus on examining criminology through the lens of marginalized populations. This course will begin by discussing general theories of intersectionality and then move across dimensions to discuss patterns of criminality, victimization, and differential involvement of specific groups in the criminal legal system. The contribution and implications of intersectional theory for each topic will be examined.

Required Readings:



Barak, Gregg, Paul Leighton, and Allison M. Cotton. 2019. **Class, Race, Gender, Crime: The Social Realities of Justice in America**. Lanham, MD: Rowman & Littlefield.
ISBN 978-1-4422-6885-2

[Bookfinder Link](#)

VitalSource.com has an e-book version for \$34.20.

Additional required readings will be available in Canvas.

Learning Objectives:

Upon completion of this course you will be able to:

1. Describe the origin and main concepts of intersectional theory.
2. Recognize the definition of and dominant domains of research and policy within the field of criminology.
3. Identify the main sources of statistics on crime and victimization in the United States and demonstrate the ability to analyze crime statistics based on demographic variables.
4. Examine the origin and development of the criminal industrial complex including the impact of globalization, privatization, and militarization.
5. Describe the link between social power, privilege, and opportunity structures for crime across dimensions of race, class, gender, individually and in terms of intersectionality.
6. Explain the link between discrimination against LGBTQ+ communities, homelessness, crime, and victimization.
7. Identify the impact of intersectionality on rates of victimization, access to social services for victims, and the ability of the state to protect the lives and safety of citizens.
8. Evaluate the impact of social constructions of race, class, gender and other dimensions of disadvantage on the creation of the criminal law and the labeling of actions as criminal.
9. Distinguish the effects of race, class, gender, and other characteristics on how laws are enforced via policing.

10. Describe the impact of demographic characteristics on the processing decisions throughout the criminal legal system, including charging decisions, plea bargaining, jury verdicts, and sentencing.
11. Examine the impact of demographic characteristics and intersectionality on punishment, including the administration of the death penalty and the reciprocal impact of the criminal legal system on inequality.

GE Course Information

Sociology 2380 fulfills the General Education foundation “Race, Gender, and Ethnicity”

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

The objectives will be met in this course through analyzing the impact of race, class, and gender on the defining crime, and criminality; examining the impact of intersectionalities on structures for legitimate and illegitimate opportunities; evaluating the link between discrimination, victimization, and crime; and explaining the impact of implicit bias and discrimination on decisions made throughout the criminal justice system. Throughout the course, students will apply an intersectional perspective to criminological research and theory and into the evaluation of crime or crime-related policies and the government’s administration of justice. More specifically, you will be required to engage with the material and develop abilities through reading the required book, additional articles and reports, attending class discussions and lectures; completing in-class exercises in which you interact with sources of data on intersectionalities and crime; completing homework assignments in which you apply concepts learned in class to current events and policies; and demonstrating knowledge of the material presented in lectures and readings through exams.

Trigger Warning

Some contents of this course may involve media that may be triggering to some students. If needed, please take care of yourself while interacting with this material (leaving the class to take a break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, 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 and that we will create a safe space for each other.

Course Requirements:

1. **Attendance:** Class attendance is one of the course requirements, and attendance will be taken daily. It is

expected and undoubtedly will assist you in understanding the material. I will present things in class that are not in the book. Poor attendance nearly universally results in poor grades. If you miss a class, you are responsible for getting all material covered in class from a classmate. If you are ill, you may attend class via Zoom, however, you may not be able to participate in any group exercises if there are no other Zoom attendees on that day. Perfect attendance will result in a 2 point bonus added to your final grade. One absence will result in a 1 point bonus.

2. **Class Participation and Class Exercises:** You are expected to read the material prior to class and to come prepared and ready to discuss the material. Asking questions and participating in class helps in understanding the material. We will be participating in a number of class exercises in which you will engage in hands on learning to assess the relationship between intersectionalities and crime. You will be graded based on participation and must turn in your results for 7 of the 8 exercises to earn full credit. These class exercises will constitute a total of 15 points.

Computers may be needed for some in-class activities, but this course is not held in a computer lab. Please BYOD to class if at all possible on the days we have class exercises scheduled. If you do not have access to your own device, you may work as a group with other students.

3. **Exams:** There will be three exams covering lectures, readings and any other class material. The format of the exams will include multiple choice, matching, fill-in the blank, and short answer/essay. The exams are not cumulative. Therefore, the last exam will not test material covered in the previous exams; however, an understanding of earlier concepts will be necessary to fully understand later topics covered in class. Each exam is worth 15 points for a total of 45 points..

If you cannot take the exams during the regular scheduled class time, you must notify me in advance. Make-up exams will NOT be permitted except in the case of a DOCUMENTED EMERGENCY. There is NO EXCEPTION to the requirement that the excuse must be documented (doctor's note, tow truck receipt, MUFON documented alien abductions). You must notify me **prior** to missing the exam in order to be eligible for a make-up. I reserve the right to decide whether a make-up exam is warranted or whether a late assignment will be accepted. Make-up exams will be given in essay format.

4. **Homework:** There will be five homework assignments during the semester. They will consist of a reading and follow up questions which will require you to think through the course materials and concepts and apply them to real life issues/events. Expect 3 – 4 short essays per homework assignment. Each homework assignment will be worth 8 points for a total of 40 points.

Late homework will result in a 20% deduction for each business day beyond the deadline. After 5 days, the work will not be accepted, and any work not submitted will be given a 0.

5. **Alternative Creative Works Option:** You may substitute one homework assignment for a creative work. You may choose from one of the following options:
 - Create an **infographic** which clearly and succinctly defines and examines a class concept. This should include relevant **data** with sources cited at the bottom and must include at least one chart or graph that you create using data from an official source (use templates from [canva.com](https://www.canva.com) or [piktochart.com](https://www.piktochart.com)).
 - Write and perform an **original song** that demonstrates a course concept at least 2 minutes long.
 - Create a 5 minute **short film**, scripted, acted, and produced for presentation in class that clearly and succinctly demonstrates a course concept.
 - Create and present a **Pecha Kucha PowerPoint presentation** – this style of presentation uses 20 slides for 20 seconds each for a 400 second PowerPoint presentation on any course concept (see [pechakucha.com](https://www.pechakucha.com) for examples). [A how to can be found here.](#)

- Create a 5 minute **video interview** with a female practitioner in the criminal justice field in which you ask questions based on practical implications of one of the topics that we discussed in class.
- Create a 5 minute "[Stuff You Should Know](#)" style **vlog post** where you discuss with a partner (preferable from this or a related class) the facts and data related to a concept we covered in class.
- Create a series of at least 3 **Tik Tok videos** in which you introduce, summarize, and critique a course theory or concept.
- Create a non-profit style **social media series** of posts that targets one of the socio-legal problems discussed class and proposes evidence-based solutions. Include at least one quote, three facts and or sets of statistics, a hashtag, and an original photo with caption (Read about [translational sociology](#)).
- Have an idea? Contact me and make a proposal.

This option may be used to drop a low homework grade or make up a missed assignment and is due on the last day of regularly scheduled classes. There is a rubric available in Canvas. You must inform me that you wish to take advantage of this option by the end of the 12th week of class and I will provide you with additional information.

Instructor Feedback

For homework assignments and exams, you can generally expect feedback within 10 days. Multiple choice sections are graded upon completion.

Grading Summary:

Your final grade will be made up of the following point values (for a total of 500 possible points)

Assignment	Points Possible	Grading Scale (%)
Homework 1	8	93 – 100 = A
Homework 2	8	90 – 92 = A-
Homework 3	8	87 – 89 = B+
Homework 4	8	83 – 86 = B
Homework 5	8	80 – 82 = B-
Class Exercises	15	77 – 79 = C+
Exam 1	15	73 – 76 = C
Exam 2	15	70 – 72 = C-
Exam 3	15	65 – 69 = D+
		60 – 64 = D
Total	100	59 and below E

Exam Schedule

Date	Subject
September 23, 2022	Exam 1: LO 1 – 5
October 28, 2022	Exam 2: LO 5 - 6
December 7, 2022	Exam 3: LO 7 - 11

[Link to University Final Exam Schedule](#)

Tentative Class Schedule

Week 1: August 23

Learning Objective 1: Describe the origin and main concepts of intersectional theory.

Reading: Henne, Katheryn and Emily I. Troshynski. 2017. "4.20 Intersectionality." in *The Routledge companion to criminological theory and concepts*. London: Routledge, Taylor & Francis Group. p. 316 - 320

Activities:

- Syllabus Review
- Class introductions
- Lecture & Discussion on Intersectionality – origins and implications for criminology
- Class exercise 1: 10 things about me – locating yourself and your experiences with crime and the CJS
 - ELO 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.
 - ELO 2.1 Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

Week 2: August 29

Learning Objective 2: Recognize the definition of and dominant domains of research and policy within the field of criminology.

Reading: Burgess-Proctor, Amanda. 2006. "Intersections of Race, Class, Gender, and Crime." *Feminist Criminology* 1(1):27–47.

Activities:

- Lecture and Discussion on the contributions of intersectionality and future directions in criminology
- Homework 1: Recognizing intersectionality – Compare and contrast news stories about crime through an intersectional lens.
 - ELO 2.3 Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others

Week 3: September 5

Learning Objective 3: Identify the main sources of statistics on crime and victimization in the United States and demonstrate the ability to analyze crime statistics based on demographic variables.

Readings: [FBI Crime Data Explorer](#)
[NCVS Dashboard](#)

Author(s) Rachel E. Morgan. n.d. "Criminal Victimization, 2020." Bureau of Justice Statistics. Retrieved May 13, 2022 (<https://bjs.ojp.gov/library/publications/criminal-victimization-2020>).

Activities:

- Demonstration of NIBRS crime and demographic data
- Demonstration of NCVS victimization and demographic data
- Class exercise 2 – Measuring demographics and crime using the FBI's Crime Data Explorer
 - ELO 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.
 - ELO 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.

Week 4: September 12

Learning Objective 4: Examine the origin and development of the criminal industrial complex including the impact of globalization, privatization, and militarization.

Reading: Barak et al. Chapter 1: The Crime Control Enterprise and Its Workers (p 36- 59)

Activities:

- Lecture and Discussion on the criminal legal system and the crime control apparatus in the United States
- Homework 2: Profits and privatization – exploring the people and organizations that profit from crime
 - ELO 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.
 - ELO 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

Week 5: September 19

Learning Objective 5: Describe the link between social power, privilege, and opportunity structures for crime across dimensions of race, class, gender, individually and in terms of intersectionality

Reading: Barak et al. Chapter 2: Criminology and the Study of Class, Race, Gender, and Crime (p 60 – 79)

Activities:

- Lecture and Discussion on race, class gender and theories of crime
- Exam 1 – Covering Weeks 1 – 5. September 23.

Week 6: September 26

Learning Objective 5: Describe the link between social power, privilege, and opportunity structures for crime across dimensions of race, class, gender, individually and in terms of intersectionality (continued)

Reading: Barak et al. Chapter 3: Understanding Class and Economic Privilege (p 81 – 99)

Activities:

- Lecture and Discussion: Crimes of the rich and powerful vs. crimes of the poor and powerless
- Homework 3: Corporate crime and corporate penalties using the corporate violation tracker: <https://violationtracker.goodjobsfirst.org/top-100-parents>
 - ELO 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.

Week 7: October 3

Learning Objective 5: Describe the link between social power, privilege, and opportunity structures for crime across dimensions of race, class, gender, individually and in terms of intersectionality (continued)

Readings: Barak et al. Chapter 4: Understanding Race and White Privilege (p 100 – 116)

Simmons, Tiffany (2018) "The Effects of the War on Drugs on Black Women: From Early Legislation to Incarceration," American University Journal of Gender, Social Policy & the Law: Vol. 26 : Iss. 2 , Article 3. (p 719 – 739)

Activities:

- Lecture and Discussion on Race and Crime
- Class exercise 3: Mapping race, crime, and poverty using <http://www.justicemap.org/>, <https://www.opportunityatlas.org/>, and <https://communitycrimemap.com/>
 - ELO 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.

- ELO 2.1 Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

Week 8: October 10

Learning Objective 5: Describe the link between social power, privilege, and opportunity structures for crime across dimensions of race, class, gender, individually and in terms of intersectionality (continued)

Readings: Barak et al. Chapter 5: Understanding Gender and Male Privilege (p 117 – 132)

Madfis, Eric. 2014. "Triple Entitlement and Homicidal Anger." *Men and Masculinities* 17(1):67–86.

Activities:

- Lecture and Discussion on Gender and Crime
- Homework 4: Masculinities and mass murder – exploring presentations of masculinities among mass murderers
 - ELO 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
 - ELO 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Week 9: October 17

Learning Objective 5: Describe the link between social power, privilege, and opportunity structures for crime across dimensions of race, class, gender, individually and in terms of intersectionality (continued)

Reading: Barak et al. Chapter 6: Understanding Privilege and the Intersections of Class, Race, and Gender (p 133 – 146)

Activities:

- Lecture and discussion on intersections of race, class, gender, and crime
- Class exercise 4: What's missing from campus crime data - <https://dps.osu.edu/crime/clery-act>
 - ELO 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.
 - ELO 1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

Week 10: October 24

Learning Objective 6: Explain the link between discrimination against LGBTQ+ communities, homelessness, crime, and victimization.

Readings: Movement Advancement Project | Unjust: How the Broken Criminal Justice System Fails LGBT People of Color. (<https://www.lgbtmap.org/criminal-justice-poc>).

Rogers, Sarah A. and Baker A. Rogers. 2020. "Trans Men's Pathways to Incarceration." *Sociological Spectrum* 41(1):115–34.

Activities:

- Lecture and Discussion LGBTQ+ Communities and Crime
- **Exam 2 – Covering Weeks 6 – 10. October 28.**

Week 11: October 31

Learning Objective 7: Identify the impact of intersectionality on rates of victimization, access to social services for victims, and the ability of the state to protect the lives and safety of citizens.

Readings: Barak et al. Chapter 7: Victimology and Patterns of Victimization (p 148 – 169)

Hadar Dancig-Rosenberg and Noa Yosef. 2019. "Crime Victimhood and Intersectionality", *47 Fordham Urb. L.J.* 85:85-116.

Activities:

- Lecture and Discussion on race, class, gender, and victimization
- Class exercise 5: Understanding the demographics of victimization via the NCVS/BJs.gov using N-DASH
 - ELO 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.
 - ELO 1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

Week 12: November 7

Learning Objective 8: Evaluate the impact of social constructions of race, class, gender and other dimensions of disadvantage on the creation of the criminal law and the labeling of actions as criminal.

Reading: Barak et al. Chapter 8: Lawmaking and the Administration of Criminal Law (p 170 – 191)

Activities:

- Lecture and Discussion on social power and the criminal law.
- Class exercise 6: Current trends in criminal legislation – new crimes and new criminals
 - ELO 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.
 - ELO 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

Week 13: November 14

Learning Objective 9: Distinguish the effects of race, class, gender, and other characteristics on how laws are enforced via policing.

Readings: Barak et al. Chapter 9: Law Enforcement and Criminal Prosecution (p 192 – 212)

Ba, Bocar A., Dean Knox, Jonathan Mummolo, and Roman Rivera. 2021. "The Role of Officer Race and Gender in Police-Civilian Interactions in Chicago." *Science* 371(6530):696–702.

Brown, Trevor L and Carter M Stewart. 2021. "Research Evaluation of the City of Columbus' Response to the 2020 Summer Protests." John Glenn College of Public Affairs, The Ohio State University. Executive Summary, p 5 – 10.

Activities:

- Lecture and Discussion on law enforcement and intersectionalities and the impact of implicit bias in the law and in media reporting on crime
- Homework 5: Implicit Bias, Police Score Cards (policesscorecard.org), and the emergence of "copaganda"
 - ELO 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

Week 14: November 28

Learning Objective 10: Describe the impact of demographic characteristics on the processing decisions throughout the criminal legal system, including charging decisions, plea bargaining, jury verdicts, and sentencing.

Readings: Barak et al. Chapter 10: Punishment, Sentencing, and Imprisonment (p 213 – 234)

Steffensmeier, Darrell, Noah Painter-Davis, and Jeffery Ulmer. 2016. "Intersectionality of Race, Ethnicity, Gender, and Age on Criminal Punishment." *Sociological Perspectives* 60(4):810–33.

Activities:

- Lecture and discussion on race, class, and gender in the criminal justice system
- Class exercise 7: Accessing, reviewing and finding patterns in local court data
 - ELO 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.
 - ELO 1.3: Successful students are able to analyze how the intersection of categories including race, gender,

and ethnicity combine to shape lived experiences.

Week 15: November Dec 5

Learning Objective 11: Examine the impact of demographic characteristics and intersectionality on punishment, including the administration of the death penalty and the reciprocal impact of the criminal legal system on inequality

Reading: Barak et al. Conclusion: Crime, Justice and Policy (p 235 – 257)

Activities:

- Lecture and discussion on the race, class, and gender and recidivism and the death penalty
- Class exercise 8: Policy solutions and best practices for a more just world.
 - ELO 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.
 - ELO 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
 - ELO 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.
- Exam 3: Weeks 11 – 15. December 7.

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/>.

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.

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

Accessibility Accommodations for Students with Disabilities

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

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

Land Acknowledgement

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

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.

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)