

Term Information

Effective Term Spring 2023
Previous Value Autumn 2021

Course Change Information

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

Updating to REGD Foundations

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

In this class, students engage with a variety of sources (for example, theory, music, literature, art, and film) that engage with Arab history, identity, and culture. We take into consideration how Arab identity has been articulated through language, ethnicity, shared cultural practices, and race.

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

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

None

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Arabic
Fiscal Unit/Academic Org Near East S Asian Lang/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2241
Course Title Contemporary Arab Cultures: Arts, Mass Media, Society
Transcript Abbreviation Cont Arab Cultures
Course Description This course explores the intersecting political, artistic, and intellectual currents and practices that have shaped contemporary Arab cultures. It is organized as a survey of different cultural phenomena in Arab societies and diasporas including: the Arabic language and its varieties, music, poetry, law, television & cinema, and more.
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? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Previous Value

Columbus, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

05.0108

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors); Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

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

Previous Value

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

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

- Appreciate and understand some of the complexity of modern Arab cultures and the ways that they have changed over time
- Analyze Arab identity in different contexts and through a variety of intersection categories, including ethnicity, language, religion, national identity, race, and gender
- Identify regional, national, and ethnic borders and specificities in the region while recognizing the fluidity between those categories
- *Analyze and contextualize different forms of cultural practices in the Arab world.*
- *Critically evaluating the term culture and fields of study associated with it*
- *Examine how different notions of Arab culture have been constructed and represented in cultural practices.*

Previous Value

Content Topic List

- Arab world diversities and similarities
 - The colonial experience
 - Islam in Practice
 - Gender issues & family, kinship, identity
 - Popular arts and folk cultures
 - Migration, diaspora, exile
 - The Youth Crisis and new media
 - Nationalism and Conflict
 - Arabic Language and Oral/Aural Culture
- No

Sought Concurrence

Attachments

- ge-foundations-submission_Arabic2241.pdf: GE Form
(GEC Model Curriculum Compliance Stmt. Owner: Blacker, Noah)
- 1:3:23 update - Arabic 2241_REGD_Syllabus_J. Sellman.pdf: Syllabus
(Syllabus. Owner: Carmichael, Phoebe Cullen)
- Arabic 2241 Revision Statement.pdf: Revision Statement
(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)

Comments

- Please see feedback emails sent 11-21-22 RLS
Please see feedback email sent 12-13-2022 RLS *(by Steele, Rachel Lea on 12/13/2022 02:56 PM)*
- Updated syllabus based on feedback. Resubmitting. *(by Carmichael, Phoebe Cullen on 12/09/2022 11:38 AM)*
- Please consult with Ila Nagar. This course has been resubmitted incorrectly for the second time. She is having the necessary conversations and has indicated that:
Dear Bernadette,

The debate on this course continued for a while. We concluded that we would submit the course for only REGD for now.

Since Noah has left, once Natasha has access to the system, we will send this one back to the que.

Thanks so much for your guidance on this.

Ila (by Vankeerbergen, Bernadette Chantal on 08/31/2022 05:21 PM)
- Resubmitting with just LVPA and REGD, as originally intended, no HCS, as internal conversation with the department determined we are okay without HCS. *(by Blacker, Noah on 08/30/2022 08:45 PM)*

COURSE CHANGE REQUEST
2241 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/03/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Blacker, Noah	05/18/2022 08:33 AM	Submitted for Approval
Approved	Levi, Scott Cameron	05/18/2022 08:41 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/31/2022 03:38 PM	College Approval
Submitted	Blacker, Noah	06/01/2022 07:24 AM	Submitted for Approval
Approved	Levi, Scott Cameron	06/01/2022 07:26 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/22/2022 02:15 PM	College Approval
Submitted	Blacker, Noah	08/30/2022 08:46 PM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	08/31/2022 05:17 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/31/2022 05:21 PM	College Approval
Submitted	Carmichael, Phoebe Cullen	10/06/2022 10:32 AM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	10/06/2022 04:49 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/14/2022 04:11 PM	College Approval
Revision Requested	Steele, Rachel Lea	11/21/2022 11:08 AM	ASCCAO Approval
Submitted	Liu, Morgan Yih-Yang	11/21/2022 11:35 AM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	11/21/2022 11:39 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/21/2022 12:24 PM	College Approval
Submitted	Carmichael, Phoebe Cullen	12/09/2022 11:38 AM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	12/09/2022 03:26 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/09/2022 05:38 PM	College Approval
Revision Requested	Steele, Rachel Lea	12/13/2022 02:56 PM	ASCCAO Approval
Submitted	Carmichael, Phoebe Cullen	01/03/2023 11:49 AM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	01/03/2023 12:29 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/03/2023 01:13 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/03/2023 01:13 PM	ASCCAO Approval

This is how I have addressed the two contingencies (changes are in purple)

- Contingency 1 – While the Arab-American experience is now explicitly referenced in the course schedule (Week 13), there is still no focused discussion of race in the Arab world. The Panel asks that the department include more material in the course that engages with the construction of race in the Arab world and the diversities of race in contemporary Arab cultures.

The course materials have been revised to reflect engagement with the construction of race in the Arab world. For example, I have replaced the reading of the novel *Limbo Beirut* with the 2023 summer issue of *Mizna* titled *Afro-Swana*, guest edited by Safia Elhillo, a Sudanese-American poet and writer whose own work queries constructions of race in Arabic and in the Arabic-speaking region (and whose work we will engage with early on in the course. I have also added a week that focuses on racial formations and racial justice initiatives in the Middle East. You can find changes to the course description, weekly reflection questions, and assignments.

- Contingency 2 – The Panel asks that the department alter and/or amend the description of the assignments to make the inclusion of and focus on REGD topics, concepts, and language more explicit. Additionally, while the Panel notes that there have been reflection topics added to the course schedule, they ask that the department be more specific and intentional with these topics so that students can better focus their learning.

Writing assignments #1 and #2 as well as the final project (review) have been amended to reflect REGD topics. The “attend an event” assignment has also been amended to require engagement with REGD topics.

Johanna Sellman

Arabic 2241: Contemporary Arab Cultures: Arts, Mass Media, Society

This course explores the intersecting political, artistic, and intellectual currents and practices that have shaped contemporary Arab cultures. It is organized as a survey of different social realities, cultural practices, and expressions of identity in Arab societies and diasporas including: the Arabic language and its varieties, music, poetry, television & cinema, theatre and more. We will critically examine various meanings of Arab identity and ethnicity through the lens of ethnicity, gender, and race. Much scholarship and discourse on Arab identity as ethnicity focuses on shared language, historical memory, and struggle. In addition to this, intersectional approaches to studying gender in the Arabic-speaking region and its diasporas put into focus diverse approaches to feminism and sexuality. More recent scholarship is examining processes of racialization in the region including colonial constructions of whiteness, legacies of slavery, and racialization of Arabs in diaspora. Taking these intersecting social identities into account, we will also explore different frameworks for understanding the notion of “culture,” and appreciate the diversity of ways that Arab cultures are understood and expressed. We will read overview chapters from *The Cambridge Companion to Modern Arab Culture* and engage with literature, film, mass media, cuisine, art, and music from Arab regions. Through readings, lectures, and discussions we will cultivate a learning community that supports the dignity, self-reflection, and intellectual development of each member and the whole. This course is taught in English and no knowledge of Arabic is required.

Course Learning Outcomes:

By the end of this course, students should successfully be able to:

- appreciate and understand some of the complexity of modern Arab cultures and the ways that they have changed over time
- analyze Arab identity in different contexts and through a variety of intersection categories, including ethnicity, language, religion, national identity, race, and gender
- discuss and analyze artistic and cultural practices in the Arab world within dynamic political, historical, aesthetic, and intellectual contexts
- identify regional, national, and ethnic borders and specificities in the region while recognizing the fluidity between those categories
- understand and compare key theories of culture and critically assess them in a variety of contexts
- identify and examine their own implicit beliefs about culture and social identities
- locate, evaluate, and synthesize appropriate information sources on topics in Arab cultures

General Education

GEN Foundations: Race, Ethnicity, and Gender Diversity Historical and Cultural Studies.

GEL: Global Studies; Cultures and Ideas

GEN Foundation: Race Ethnicity Gender Diversity Goals and ELOs

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

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.

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 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

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

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

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

How this course addresses these goals:

During the semester, students will engage with different understandings and expressions of Arab culture and consider the role of intersecting social identities such as race, ethnicity, and gender in shaping and interpreting cultures. We will read overviews of different forms and practices of culture and discuss a variety of primary sources such as novels, poetry, visual art, architecture, and film. In learning about the history and present of arts, mass media, and culture of the modern Arab world we will appreciate their diversity and the way that intersecting social identities contribute to them. Students will inquire into their own understandings of race, gender, and ethnicity and put these in dialogue with those they encounter in readings, class discussions, and other course materials. Throughout the semester we will be attentive to local, regional, and global constructions of race, gender, and ethnicity and how they shape lived experience and social structures in the Arabic-speaking region and their diasporas. As active participants in the process, students will reflect on their own beliefs individually and in dialogue with other members of the learning community.

GEL: Global Studies; Cultures and Ideas

This course fulfills the General Education (GE) requirement for non-western / global studies and cultures and ideas, which will help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Global Studies: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

ELO.1 Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

ELO 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Cultures and Ideas: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

ELO 1. Students analyze and interpret major forms of human thought, culture, and expression.

ELO 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

How this course addresses these goals:

Arabic 2241 critically evaluates the term culture and delves into the fields of study associated with it. Students study Arabic-speaking societies on their local, regional, and global scales. On the one hand. This means studying some of the “economic, cultural, physical, social, and philosophical aspects” that have converged to create modern understandings of Arab cultures and identity. On the other, it means analyzing and contextualizing different forms of cultural practices and forms of artistic expression that are present in the Arabic-speaking region. Throughout the course, we learn about specific art forms and cultural practices while engaging with specific examples (such as a novel, poetry, visual art, humor) in order to appreciate the aesthetics and politics within each individual articulation of an art form and how they participate in larger trends and conversations.

Course materials:

The Cambridge Companion to Modern Arab Cultures (Cambridge: Cambridge University Press, 2015) ISBN: 9780521725330 (print). This is also accessible as an ebook through OSU libraries: <https://library.ohio-state.edu/record=b8569986~S7>

Mizna: The Afro-SWANA Issue (forthcoming in summer 2023)

All other materials will be provided on Canvas or on OSU Library streaming services.

Course requirements:

Weekly assignments 15%

Description: In a typical week students will complete and turn in an assignment that engages course materials in different ways. We will use a variety of formats, for example, quizzes, participation in discussion board, and creative work.

Academic integrity and collaboration: Students are encouraged to study together but will only submit their own work. Collaboration is not allowed on quizzes.

Participation 15%

Participation is an important component of the learning process. It helps you activate your knowledge and process course materials. We recognize that participation may mean different things to different learners. In this course, participation can include a variety of practices, such as contributing to group and class discussion, listening to and responding to your peers, and reflecting on ideas through in-class writing and reflection assignments. In some classes, you will be asked to turn in written reflections on texts or discussions.

Regular attendance is essential for success in this course. **You have three absences allotted before they start affecting your participation grade. After that, 3% of your grade will be deducted for each additional missed class.** Please talk to the instructor if you have an extended situation that is preventing you from being in class. Excellent attendance can only improve your participation grade!

Academic integrity and collaboration: You are encouraged to collaborate with your peers during our synchronous Zoom discussions.

Written and Creative Reflections 30% (2x15%)

At the end of the middle two units, there will be a written or assignment or creative / hands-on project due that aims to synthesize and develop your knowledge of the topics studied.

Reflection #1: choose a poem, literary narrative, or artwork and analyze it in dialogue with the themes of the class. Specifically, discuss how the artwork engages with at least concepts linked to race, ethnicity, and /or gender (explore at least one of these categories) and what it adds to the conversation through its particular mode of representation. (approx. 2 pages)

Reflection #2: Choose a specific topic and sources from this section and reflect on: How are processes and histories of racialization in the Middle East similar and different from US experiences?

Academic integrity and collaboration: Reach out to your instructor or the Middle East Librarian for inquiries.

Map Quiz + reflection on intersecting Arab identities 10%

Knowing your geography and the foundations of Arab cultural studies is important. Early on in the semester, you will be quizzed on the natural and political geography of the Arab World as well as the

culture concepts and intersecting categories of identities we have read about and discussed in this section. You will be asked to reflect on concepts of ethnicity, race, and gender that we have discussed so far.

Academic integrity and collaboration: Students are encouraged to study together, but not collaborate with others in taking the quiz.

Group Input for end of unit conversations 5%

The course is divided into smaller collaboration groups. These groups will each be responsible for giving their input and co-planning end of unit conversations with instructor.

Attend an event 5%

Attend an event of your choosing (in-person or online) that links to the themes of race, gender, and / or ethnicity explored in this class. Instructor will share events such as lectures, webinars, online film streaming and students can share events that they discover with the class as well. One option is to create your own event (for example, watch a film and organize an online conversation with friends / members of the class. Write a brief reflection on the event and post on Carmen.

Final Project 20%

Our final project consists of a short (approximately 500 words) review of a cultural object (book, film, poetry collection, album) or event (concert, dance performance, public discussion, etc.) that relates to Arab cultures and specifically engages questions of ethnicity, race, and gender discussed in the course. The review should be engaging and target a general audience while also being anchored in the field of Arab cultural studies. You will select and image to accompany the review. We will post the reviews to a shared course blog: <https://u.osu.edu/arabic2241/>

Academic integrity and collaboration: Reach out to your instructor or the Middle East Librarian for inquiries.

Late assignments: Please contact your instructor if you believe you will have trouble meeting a deadline.


Final grades will be calculated as follows:

- Weekly assignments 15%
- Participation 15%
- Reflections 30%
- Map+Concept Quiz 10%
- Group input for end of unit conversation 5%
- Attend and event 5%
- Final project 20%

Total: 100%

Grading scale: A (93-100) A- (90-92) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

Course schedule (Subject to change, please refer to the Canvas for due dates.)

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p>Topic: Introductions + culture concepts and social identities</p> <p>Read “Modern Arab culture: introductory remarks”  in The Cambridge Companion to Modern Arab Culture (henceforth referred to as MAC)</p> <p>Read: Chapter 1 in <i>Culture</i> by Terry Eagleton and “Unpacking the Arab Part of Identity, Spring, and World” by Amro Ali</p> <p>Reflect on how Arab identity is constructed through an ethnicity framework. How is the framework of culture similar and / or different?</p> <p>Assignment: Reading quiz and welcome survey</p>
2		<p>Topic: Culture and diaspora</p> <p>Read: “Migration and Diaspora” in MAC</p> <p>Watch: Safia Elhillo’s performance of “Alien Suite”</p> <p>Listen to: Feminism in the Arab World: All About Women 2019</p> <p>Reflect on: how gender and race are constructed in this week’s reading and podcast? What kinds of intersectional approaches did you notice?</p> <p>Assignments: Reading quiz and reflection on discussion board</p>
3		<p>Topic: Religious and Ethnic Minorities</p> <p>Read “Religious and Ethnic Minorities” in MAC</p> <p>Reflect on: How is ethnicity constructed in the Arabic-speaking region?</p> <p>Assignment: mini research assignment on ethnic, religious, sexual, and racial minorities in the region + in-class presentations</p>
4		<p>Topic: Humor</p> <p>Read: “Humor” in MAC</p> <p>Watch documentary on Bassem Youssef <i>Tickling Giants</i> (Taksler 2016)</p> <p>Watch comedian Amer Zahr “We’re Not White: Let’s Talk about Arab Americans”</p> <p>Reflect on: What role does humor play in the reading and documentary? How is humor used to both highlight and bridge social difference, including the racialization of Arabs in diaspora?</p>
5		<p>Topic: wrap up unit 1 (Culture as Everyday practice)</p> <p>Plan end of unit conversation with group A students</p> <p>Map Quiz + reflection on intersecting Arab identities due</p>

6		<p>Topic: The Arabic Language Read: “The Question of Language” in MAC Watch clips on the Arabic language on Canvas and reflect on reading questions Reflect on different ways that the Arabic language can be a marker of identity + how people are using the internet to create space to creatively comment on linguistic similarity and difference. Assignment: reading quiz</p>
7		<p>Topic and lecture: Literary Narrative Read: “Narrative” in MAC Read introduction to the <i>Mizna Afro-SWANA Issue</i> Reflect on: in what way have Arabic short stories and novels foregrounded gender, ethnicity, and race? What perspectives does Mizna’s Afro-SWANA issue add to the conversation on Arab and Arabic literary narrative?</p>
8		<p>Topic: Afro-SWANA + poetry and literary narrative Read: student groups will read selections from Mizna’s Afro-SWANA issue Reflect on: How does your selection explore black and African identities in the SWANA region? Assignment: prepare for jigsaw classroom activity</p>
9		<p>Topic: Poetry Read: “Poetry” in MAC Read poems posted on Canvas Assignment: social annotation of poetry Reflect on why Arabic poetry is such powerful artform for foregrounding social issues, including colonialism, gender, and race.</p>
10		<p>Topic: Art + Wrap up Unit 2 (The Written and Spoken Word) Read chapter on Art in MAC, prepare for in-class art show focusing on Saudi artists and discussion (materials on Canvas) Reflect on articles on the relationship between art and politics in contemporary Saudi Arabia + gendered representation in the artwork included in the exhibit. Plan end of unit conversation with group A students *Written assignment #1 due: choose a poem, literary narrative, or artwork and analyze it in dialogue with the themes of the class.</p>

11		<p>Topic and lecture: Cinema and Television</p> <p>Read: “Cinema and Television” in MAC + watch clips of TV shows posted on Canvas Watch film (students vote on a selection of recent films)</p> <p>Assignment: Prepare and post discussion questions</p>
12		<p>Topic: Media Representation</p> <p>Watch the film <i>Reel Bad Arabs</i> (2006 Shaheen)</p> <p>Reflect on: how has Hollywood portrayed Arabs over the past century? How have these stereotypes persisted and changed in our current media environment?</p> <p>Assignment: Post on discussion board</p>
13		<p>Topic: Racial Formations + Racial Justice Initiatives in the Arabic Speaking Region</p> <p>Read: “Racial Formations in Africa and the Middle East: A Transregional Approach” (Pomeps.org) + Racial Formations in the Middle East (MERIP)</p> <p>Assignment: research one context or initiative that you read about and be prepared to share about it in classroom discussion.</p> <p>Written reflection #2 due: Choose a specific topic and sources from this section and reflect on: How are processes and histories of racialization in the Middle East similar and different from US experiences?</p>
14		<p>Topic: End of course reflection and synthesis</p> <p>Presentations on final projects</p> <p>Plan group conversation with group C</p>

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with

examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services:

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

Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual misconduct / relationship violence:

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

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are

committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

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 many other Indigenous 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.

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)