Term Information

Effective Term	Autumn 2023
Previous Value	*Spring 2023*

Course Change Information

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

Approval for new GE REGD foundation.

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

Respond to new GE.

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

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

n/a

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1101
Course Title	Introductory Sociology
Transcript Abbreviation	Intro Sociology
Course Description	Fundamental concepts of sociology and introduction to the analysis of social problems and interactions (e.g. wealth, gender, race, inequality, family, crime) using sociological theories.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
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   Not open to students with credit for 1101H, 1101E, RurlSoc 1500, or equiv.

Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   45.1101

Subsidy Level   General Studies Course

Intended Rank   Freshman

Requirement/Elective Designation

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

General Education course:

   Organizations and Polities; Social Diversity in the United States; Social and Behavioral Sciences; Race, Ethnicity and Gender Diversity

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

Previous Value

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

General Education course:

   Organizations and Polities; Social Diversity in the United States; Social and Behavioral Sciences

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

- Fundamental concepts of sociology and introduction to the analysis of social problems and interactions (e.g. wealth, gender, race, inequality, family, crime) using sociological theories

Content Topic List	• Socialization
	• Social interaction
	• Mass media
	• Deviance & social control
	• Stratification
	• Inequality
	• Family
	• Religion
	• Education
	• Groups
	• Environment
	• Health
	• Social change
Sought Concurrence	No

Attachments

• ge-foundations-submission_Sociology 1101.pdf

(GEC Model Curriculum Compliance Stmt. Owner: Downey,Douglas B)

• Syllabus_Sociology 1101 REGD.docx

(Syllabus. Owner: Downey,Douglas B)

Comments

• Please select Au23 (or later) as the effective term. *(by Vankeerbergen,Bernadette Chantal on 12/10/2022 04:24 PM)*

• Please consider this syllabus and GE submission form for inclusion of Sociology 1101 (Introductory Sociology) to the

REGD foundation. *(by Downey,Douglas B on 12/07/2022 09:35 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey,Douglas B	12/07/2022 09:35 AM	Submitted for Approval
Approved	Downey,Douglas B	12/07/2022 09:36 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/10/2022 04:24 PM	College Approval
Submitted	Downey,Douglas B	12/11/2022 09:07 AM	Submitted for Approval
Approved	Downey,Douglas B	12/11/2022 09:07 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/13/2023 03:50 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/13/2023 03:50 PM	ASCCAO Approval

Introductory Sociology (lecture, 3 credit hours)
1 1 0 1

Fall 2022

Instructor: Douglas B. Downey
Class meets: Tuesday/Thursday
E-mail: downey.32@osu.edu
Office Hours: by appointment
Office: Townshend 126

"Be curious, not judgmental" Tedd Lasso

Course Description: We all have our ideas about how society works but these are largely formed by our own limited experiences and so these notions are sometimes inaccurate. Sociology is a more systematic way of studying human societies. To force us to think about these questions beyond our own experiences we will first study early human groups and then consider the kinds of societies that develop as population increases. Course goals and objectives include the following:

1. An understanding of what it means to study human societies from a scientific perspective.
2. An appreciation for how humans construct the social world (along with constructing racial, ethnic, and gender identities) we live in (and then frequently forget that we constructed it).
3. An understanding of how the world might be different.
4. An understanding of how racial, ethnic, and gender identities are constructed and then go on to shape life experiences and opportunities.
5. An understanding of how characteristics of institutions (e.g., schools, family, religion, etc.) reproduce and maintain racial, ethnic, and gender norms.

This course fulfills Ohio State's new (beginning fall 2022) General Education Curriculum requirements for "Social and Behavioral Sciences"

It also fulfills the GEC requirements for the Race, Ethnicity, and Gender Diversity Foundation.

GE Goals	GE ELOs	Course Goals, Assignments and Class Activities
GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly	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.	The following learning goals and topics explicitly focused on race, gender and ethnicity are

others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.		embedded into the course structure, syllabus, and readings. Understanding the geographic features that shaped the likelihood of farming, population density, and technological development across racial/ethnic groups (from *Guns, Germs, and Steel*). Understanding the gender binary assumption and the way in which gendered categories of "male" and "female" are socially constructed. An appreciation for how ethnic identities are historically meaningful, and their relationship to cultural heritage, language, physical appearance, and religion. Identifying the historical way in which race has been identified via the U.S Census, and how categorizations have changed over time. Reviewing the Supreme Court cases regarding race and citizenship, and noting the justifications employed for defining historically disadvantaged racial groups as non-citizens.
	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.	A course section with readings and lecture on "how race and ethnicity continue to shape experiences within school systems. A focus on school resources, student/teacher interactions, teacher expectations, college admissions' emphasis on standardized tests, and the implications for racial, ethnic, and gender gaps in schooling. Students view the film "Race: The Power of an Illusion" which documents the way in which redlining practices influenced racial segregation in housing.

| | 1.3 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. | Units on schooling, occupational attainment, and stratification will all demonstrate the intersection of race, gender, ethnicity and lived experience. Specifically, the course will explore school outcomes across race, ethnicity, and gender, and discuss the school mechanisms that might compromise the performance of intersections of these identities.

In addition, the course will have a unit on the family and how family practices are associated with race, ethnicity, and gender. The family section emphasizes the ways in which intersections of identity can shape power within the family, family parenting practices, closeness and commitment to nuclear family, and the role of family in one's life. |
| --- | --- | --- |
| | 1.4 Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. | Students will engage concepts of social and ethical implications of studying race, gender and ethnicity through two components of the course design. First, a lecture outlining ethical considerations in conducting research aligns with a discussion of experimental design and the Salk Vaccine studies. Students will consider the historical legacy of health research on people of color and women. Second, students assess the ethical implications of participant observation, and the complex interplay of experimenter and subject race, ethnicity, and gender. |
| GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity. | 2.1 Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities. | Self-reflection and self-critique of social position and identity will be continuously engaged throughout the course through small group discussion activities. For example, in small groups, students respond to questions such as "How are the challenges of job seeking different for individuals based on race, ethnicity, gender?" "In what ways does gender shape |

		socialization practices throughout the life course." "How are our own perceptions of self and others influenced by identities?"
	2.2 Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behavior.	Students will take the race and gender Implicit Bias Association tests at Harvard's website. The test assesses whether they associate good/bad words more quickly with different racial/ethnic or gender groups. The national data suggest that most subjects associate "good" words with "white" and "bad" words with "black." The class will discuss the implications of the implicit bias test and what it means for people's beliefs and behaviors.
	2.3 Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.	The units of content for this course will continually reinforce understanding of how race, gender and ethnic identity has and continues to influence the lived experience of marginalized communities, specifically in relation to exposure to position in the stratification system, vulnerability to incarceration, and health. This learning outcome will be reinforced through two lectures, and exam essay questions asking students to describe how (1) gender continues to shape individuals' lives, (2) race/ethnicity continue to shape individuals' lives, and (3) how the intersection of race, ethnicity, and gender matter in today's world.

Readings (available at the OSU bookstore):
    Guns, Germs, and Steel: The Fate of Human Societies by Jared Diamond

    *How Schools Really Matter: Why Our Assumption About Schools And Inequality is Mostly
        Wrong* by Douglas B. Downey. 2020. Chicago, IL. University of Chicago
        Press

Why We're Polarized by Ezra Klein. 2020. New York, New York: Avid Reader Press.

<u>Requirements:</u>

Grades will be based on 3 exams, 10 quizzes, group participation, a group assignment/presentation and attendance. Descriptions follow:

<u>Exams:</u> The exams will consist of essay questions drawn from a study guide handed out one week prior to the exam date. Students will write essays on two of the study guide questions on test day.

When preparing for the exams you may ask me clarifying questions (via e-mail or Zoom) up until 5pm the day before the exam. I will answer specific questions such as "Should I include X in my answer?" or "Do these three points capture the major issues?" or "Is X a good explanation of this concept?"

<u>Quizzes:</u> There will be ten quizzes. These are announced on the weekly module posted on Carmen and typically cover the readings. If you miss a quiz you miss the points.

<u>Group exercises:</u> As mentioned above, each student will be part of a 4-6 person group for the entire semester. Individuals will participate in these groups on a weekly basis. Students may miss one group exercise but may be penalized 25 points for each additional absence.

<u>Group Assignment/Presentation:</u> During the second class period each group will choose a specialty topic for which they will complete a take-home assignment and write a 4-5 page paper (each individual in the group writes their own paper). The group will also make a class presentation during one class session. Failure to participate fully in the preparation and presentation of the group assignment results in a score of 0 for the individual paper. Late assignments will be penalized 10 points every 24-hour period late (this includes weekends).

<u>Attendance:</u> As part of my partnership philosophy, I expect students to make a significant contribution to *other* students' learning via class discussion and small group exercises. As a result, I encourage students to attend all class sessions. As we continue to be affected by the Corona virus, however, I no longer require class attendance. If you do not feel well then e-mail me to let me know and do not attend class and put others at risk. I will zoom record each class session and make it available via the course Carmen page. Students who consistently miss class and do not e-mail me beforehand will be penalized 25 points/class.

<u>Grading:</u>

Exam 1	200 points
Exam 2	250 points
Exam 3	300 points
Quizzes	200 points

Individual Paper   50 points
===
Total   1,000 points

A 930-1000 points   C   730-769
A- 900- 929   C-   700-729
B+ 870-899   D+   670-699
B 830-869   D   630-669
B- 800-829   E   599 or below
C+ 770-799

Course schedule: Lecture

Date	Lecture Topics and Readings	
Aug. 23	**Introduction to course**	**Relevant ELOs**

SECTION 1: THE SOCIOLOGICAL PERSPECTIVE

Date	Lecture Topics and Readings	
Aug. 25	**The Sociological Imagination** Chambliss "The Mundanity of Excellence" pp. 70-86 (available on Canvas Content tab). *Guns, Germs, and Steel* (Prologue, Chapters 1-2). Pp. 1-66	**1.1 Students explore how context shapes the likelihood of becoming excellent at something.**
Aug. 30	**Humans Behavior: Universals and Variations** Talhelm, T., Zhang, X., Oishi, S., Shimin, C., Duan, D., Lan, X., & Kitayama, S. (2014). Large-scale psychological differences within China explained by rice versus wheat agriculture. *Science (New York, N.Y.)*, *344*(6184), 603–8. (Available on Canvas Content tab). *Guns, Germs, and Steel, Chapter 3-4. Pp.67-92.*	**1.1 Students explore how context (in this case raising rice vs. wheat) shapes cultural outcomes such as individualism.** **1.2 Students consider how geographic features of the environment shaped the likelihood of early farming.**
Sept. 1	**Humans as Symbol-Using Creatures** *Guns, Germs, and Steel, Chapter 5. Pp. 93-103.*	**1.1 Students appreciate how humans are symbol-using creatures, and how this characteristic also applies to their understanding of race, ethnicity, and gender.**
Sept. 6	**Functionalist and Conflict Theories** *Guns, Germs, and Steel, Chapter 5. Pp. 104-130*	**1.2 and 1.3 Students understand the broad theoretical positions of functionalist and theorists, and then use these to explain persistent gender and racial/ethnic patterns the intersection of gender and race/ethnicity.**
Sept. 8	**Experiments** *Guns, Germs, and Steel, Chapter 5. Pp131-156.*	**1.3 Students will consider the social and ethical implications of using subjects from historically disadvantaged groups in experiments. In addition,**

	Pager, D. (2003). The Mark of a Criminal Record. *The American Journal of Sociology*, *108*(5), 937–975.	**Students will consider the ethical issues related to randomly providing treatment to some and not other subjects.**
Sept. 13	**Non-Experimental Methods** Stephens-Davidowitz, Seth. 2013. "How Many American Men Are Gay?" N York Times Available on Canvas Course page). *Guns, Germs, and Steel, Chapter 9. PP. 157-175.*	**1.4 Students will consider the ethical issues involved in participant observation research and the interplay between researcher's and subjects' race/ethnicity, and gender.**
Sept. 15	**Guns, Germs and Steel: Part 1** *Guns, Germs, and Steel, Chapter 10. Pp. 176-191*	**1.2 Students consider how geographic features of the environment shaped the likelihood of early farming.**
Sept. 20	**Guns, Germs, and Steel: Part 2** *Guns, Germs, and Steel, Chapter 11. Pp. 192-214*	**1.2 Students consider how geographic features of the environment shaped the likelihood of early farming.**
Sept. 22	**Exam 1**	

SECTION 2: SOCIAL INSTITUTIONS

Sept. 27	**The Penal System** Western and Wildeman "The Black Family and Mass Incarceration" (Available on Canvas Content tab). Pp. 221-242	**1.3 How have penal policies influenced the racial distribution of prisoners? What kinds of sentencing disparities persist?**
Sept. 29	**The Media** Malcolm Gladwell, "Small Change: Why the revolution will not be tweeted." (Available on Canvas course page). Pp. 1-22 Watch the video Kony 2012 https://www.youtube.com/watch?v=Y4MnpzG5Sqc	**1.4 In what ways does the media perpetuate racial, ethnic, and gender stereotypes? Does the media generate or largely reflect stereotypes?**

	Introduction and Chapters 1-2 in *How Schools Really Matter. Pp. 1-27*	
Oct. 4	**Sports** Taylor Branch, "The Shame of College Sports" (Available on Canvas Content tab). Pp. 1-44 *How Schools Really Matter (Chapter 3-4).pp.28-64*	**1.3 In what ways is exploitation in college sports linked to race, ethnicity, and gender?** **1.4 What school practices shape the educational outcomes of racial/ethnic minorities?**
Oct. 6	**Religion** Dusek, Jeffery A. et al. 2002. "Study of the therapeutic effects of intercessory prayer (STEP): Study design and research methods." *American Heart Journal* 143(4):577–584. (Available on Canvas course page). *How Schools Really Matter (Chapter 5).pp 65-82*	**1.3 How is religious affiliation non-randomly distributed across race, ethnicity? In what ways do religions continue to maintain barriers for women?**
Oct. 11	**Politics** *Iyengar, Shanto, and Sean J. Westwood. 2015. "Fear and Loathing across Party Lines: Evidence on Group Polarization." American Journal of Political Science 59(3):690-707* *How Schools Really Matter (Chapters 6).pp.83-93.*	**1.3 What is the distribution of political power across race, ethnicity and gender? What mechanisms reproduce this power differential?**
Oct. 18	**Family** Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67(5):747–76.	**1.3 How do family demographics vary by race and ethnicity? What historical factors influence these patterns?** **1.5 What are functionalist and conflict theoretical explanations for traditional family gender roles?**
Oct. 20	**Schools—The Critical View** *How Schools Really Matter (Chapters 7).pp.94-109*	**1.2 and 1.3 What school characteristics and practices influence students' achievement?**
Oct. 25	**Schools—An Alternative View** *How Schools Really Matter (Chapters 8).pp.110-125*	**1.2 and 1.3 What non-school characteristics (family and neighborhood) and practices influence students' achievement?**
Oct. 27	**Test 2**	

SECTION 3: STRATIFICATION

Nov. 1	**The American Dream—Video lecture** *Why We're Polarized (Introduction and Chapter 1).Pp. 1-18* *Chetty et. Al. 2017 "The Fading American Dream" Pp. 398-406*	**1.2 How do patterns of social mobility vary across race and ethnicity?**
Nov. 3	**What Do the Haves Have?—Video lecture** *Why We're Polarized (Chapter 2).Pp. 19-48.*	**1.2 When thinking about what the haves have, how are those resources distributed across race and ethnicity? Across gender?**
Nov. 8	**Marx and the Revolution—Video lecture** *Why We're Polarized (Chapters 3-4).Pp. 49-102*	**1.3 Marx argued that there would eventually be a revolution, with workers overthrowing owners. How have racial/ethnic divisions helped prevent that from happening?**
Nov. 10	**Gender: A Biological View** Wright, Robert T. "Male and Female" in *The Moral Animal: Why We Are the We Are.*1996. Pp. 33-43. *Why We're Polarized (Chapter 5).Pp. 103-134.*	**1.1 Understanding the gender binary assumption and its limitations.** **1.4 What are the ethical implications (and potential pitfalls) of studying gender from a biological perspective?**
Nov. 15	**Gender: The Social Construction** Quadlin, Natasha. 2018. "The Mark of a Woman's Record: Gender and Academic Performance in Hiring." *American Sociological Review* 83(2):331–60. *Why We're Polarized (Chapter 6-7). Pp. 139-196.*	**1.1 How is gender socially constructed at different stages of the life course includir infancy, toddlerhood, early elementary school, high school, college, and adult years?**
Nov. 17	**Race: The Social Construction** View "Race: The Power of an Illusion" Parts 1-3 (Available on Carmen) *Why We're Polarized (Chapters 8).Pp. 197-224*	**1.1 What are the historical origins of racial categories? Are there any known biological characteristics that exist in all members of a racial group and are absent all other members? How have the census categories of race changed over time?**

Nov. 22	Race: How it matters in everyday life	1.1, 1.2, 1.3 Students take the implicit association test for both race and gender. They then write a response to the question "What does the IAT tell us about how race and gender matter in the modern world?" In addition, a class session focuses around the way that race influences labor market opportunities.
Nov. 29	Why We're Polarized *Why We're Polarized (Chapters 9-10). Pp. 225-268*	1.2 Demonstrate the link between political polarization of and racial and gender identities. 1.3 Class discussion around privileged identities and how privileged groups are especially vulnerable to feeling attacked when others ask for similar treatment.
Dec. 1	Prisoner's Dilemma—Wrap Up	
Monday Dec. 12 Noon-1:20pm	Test #3	

ACADEMIC INTEGRITY (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/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

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.

GE Foundation Courses

Overview

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

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

Accessibility

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

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

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

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

Course Subject & Number: _____

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Specific Goals of Social and Behavioral Sciences

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

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

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

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

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

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

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

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

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

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

B. Specific Goals of Historical *or* Cultural Studies

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

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

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

Course Subject & Number: _____

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

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

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

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

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

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

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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.

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

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

A. Foundations

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

B. Specific Goals of Writing and Information Literacy

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

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

Course Subject & Number: _____

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

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

A. Foundations

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

B. Specific Goals

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

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

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GE Rationale: Foundations: Natural Science (4 credits)

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

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

B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

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)*

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)*