

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 Politics; 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 Politics; 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

COURSE CHANGE REQUEST
1101 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/28/2023

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 6.27.23.pdf
(Syllabus. Owner: Downey, Douglas B)
- 1101 Sociology cover.pdf
(Cover Letter. Owner: Downey, Douglas B)

Comments

- We have revised Sociology 1101 per the committee's requests 5.9.23. *(by Downey, Douglas B on 06/27/2023 12:43 PM)*
- Please see feedback email sent to department 02-18-2023 RLS
Please see feedback email sent to department 05-09-2023. *(by Steele, Rachel Lea on 05/09/2023 03:14 PM)*
- Please select Au23 (or later) as the effective term. *(by Vankeerbergen, Bernadette Chantal on 12/10/2022 04:24 PM)*

COURSE CHANGE REQUEST
1101 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/28/2023

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
Revision Requested	Steele, Rachel Lea	02/18/2023 10:21 PM	ASCCAO Approval
Submitted	Downey, Douglas B	04/10/2023 11:02 AM	Submitted for Approval
Approved	Downey, Douglas B	04/10/2023 11:02 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/17/2023 01:12 PM	College Approval
Revision Requested	Steele, Rachel Lea	05/09/2023 03:14 PM	ASCCAO Approval
Submitted	Downey, Douglas B	06/27/2023 12:43 PM	Submitted for Approval
Approved	Downey, Douglas B	06/27/2023 12:43 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/28/2023 04:32 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	06/28/2023 04:32 PM	ASCCAO Approval



Department of Sociology

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June 27, 2023

Dear curriculum committee:

Thank you for your feedback regarding our submission (Sociology 1101) for inclusion in the Race, Ethnicity, and Gender Diversity foundation.

We have addressed the two contingencies and one recommendation.

1. We now include the full language for the General Education Legacy goals and ELOs for Social Science (Organizations and Politics).
2. We also have eliminated the final column in the course schedule per your request.
3. Finally, we have modified the syllabus so that the description of course assignments aligns with the points table.

Again, thank you for your help.

Sincerely,

A handwritten signature in black ink that reads "Douglas B. Downey".

Douglas B. Downey
Professor of Sociology



Introductory Sociology (lecture, 3 credit hours)

1101

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. In this course students will learn about the ways in which race/ethnicity, gender, and social class shape our lives via perceptions, individual outcomes, and broader societal, political, economic, and cultural systems. In addition to exploring race/ethnicity, gender and social class individually, we will consider critical ways in which their intersection matters (e.g., black men’s vulnerability to incarceration) and discuss the value of an intersectional approach. 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, gender, and social class 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, gender, and social class norms.

This course fulfills Ohio State’s GEL Social Science (Organizations and Politics), GEL Diversity: Social Diversity in the US and GEN Foundations: Social and Behavioral Sciences and GEN Foundations: Race, Ethnicity, and Gender Diversity.

GEL Social Science (Organizations and Politics)

Goals

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.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

GEL Diversity: Social Diversity in the US

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

SOCIAL DIVERSITY IN THE UNITED STATES

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

GEN Foundations: Social and Behavioral Sciences

Goals:

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

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Explain basic facts, principles, theories, and methods of social and behavioral science.

- 1.2. Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
- 2.1. Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
- 2.2. Evaluate social and ethical implications of social scientific and behavioral research.
- 2.3. Critically evaluate and responsibly use information from the social and behavioral sciences.

GEN Foundations: Race, Ethnicity, and Gender Diversity

Goals:

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

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.
- 2.1. Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Sociology 1101 fulfills these goals in several ways. The course leverages what we learn from historical change and cross-cultural studies. This work highlights how identities such as race, ethnicity, gender, and social class are socially constructed and could potentially be different. Sociology 1101 also highlights a key sociological observation—that the *organization* of society shapes individual behavior via particular institutional practices (e.g., church, family, polity, economy, education) that reinforce existing norms (e.g., those surrounding race, ethnicity, gender, and social class). This structural feature of the course emphasizes how some aspects of inequality go beyond the actions of individuals and become embedded in institutional structures. In addition, through group exercises and the paper assignment, students come to understand their own racial, ethnic, gender, and social class identities, how others perceive these categories, and how these identities matter in everyday life.

Readings (available at the OSU bookstore):

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

Requirements:

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

Exams: 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. A portion of each exam will test students' ability to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and social class.

Quizzes: There will be ten quizzes. These are announced on the weekly module posted on Carmen and typically cover the readings. The quizzes will test students' knowledge of the readings. If you miss a quiz you miss the points.

Group exercises: 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. Part of why I use these groups is to provide a space where students can reflect on their social position, to understand how perceptions of difference shape their own beliefs, and to describe how race, gender, ethnicity, and social class shape the lives of their fellow classmates. Students may miss one group exercise but may be penalized 25 points for each additional absence.

Group Assignment and Individual Paper: 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. The specialty topics vary but one expectation for each project is that students explain how either race, gender, ethnicity, or social class continue to function within complex systems of power to impact individual lived experiences and broader societal issues. 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).

Attendance: 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. Students who consistently miss class and do not e-mail me beforehand will be penalized 25 points/class.

Grading:

Exam 1	200 points
Exam 2	200 points
Exam 3	300 points
Quizzes	200 points
Group Exercises	50 points
Group Assignment/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

SECTION 1: THE SOCIOLOGICAL PERSPECTIVE

Aug. 25	<p style="text-align: center;">The Sociological Imagination: Explained via Race, Ethnicity, Gender, Social Class and their Intersections</p> <p>Hughes, Everett C. 1963. "Race Relations and the Sociological Imagination" <i>American Sociological Review</i> 28(6):879-890 (available on Canvas Content tab).</p> <p>West, C. ", and D. H. ". Zimmerman. 1987. "Doing Gender." Pp. 125–51 in Vol. 1, <i>Gender and Society</i>.</p> <p>Bryce, Emma. 2023. "What's the difference between race and ethnicity?" <i>Live Science</i>.</p>
Aug. 30	<p style="text-align: center;">Geography, Race, Ethnicity, Gender, and Social Class</p> <p>Bonnett, Alastair. 1997. "Geography, 'Race' and Whiteness: Invisible Traditional and Current Challenges" <i>The Royal Geographic Society</i> 29(3):193-199.</p> <p>Fisher, Brendan. 2016. "The Geography of Gender Inequality" <i>PLOS ONE</i> 11(3):e0145778.</p>
Sept. 1	<p style="text-align: center;">Humans as Symbol-Using Creatures</p> <p>Gannon, Megan. 2016 "Race is a Social Construct" <i>Scientific American</i></p>

	<p>Cameron, Deborah (Summer 1998). "Gender, language, and discourse: a review essay". <i>Signs: Journal of Women in Culture and Society</i>. 23 (4): 945–973.</p> <p>Ignatieiv, Noel. 1995. <i>How the Irish Became White</i>. Pp. 1-14 (Introduction).</p>
Sept. 6	<p>Functionalist and Conflict Theories</p> <p>Levitt, Heidi M. 2019. "Toward a Theory of Gender Applications of a Functionalist Theory of Gender: A Response to Reflections and a Research Agenda." <i>Psychology of Women Quarterly</i>.</p> <p>Collins, Randall. 1971. "Functional and Conflict Theories of Educational Stratification." <i>American Sociological Review</i> 36(6):1002–19.</p>
Sept. 8	<p>Experiments</p> <p>Pager, D. (2003). The Mark of a Criminal Record. <i>The American Journal of Sociology</i>, 108(5), 937–975.</p>
Sept. 13	<p>Non-Experimental Methods</p> <p>Stephens-Davidowitz, Seth. 2013. "How Many American Men Are Gay?" <i>New York Times</i> Available on Canvas Course page).</p>
Sept. 15	<p>The Ethics of Research</p> <p>Watch the video "Tuskegee Experiment: The Infamous Syphilis Study" The History Channel (link on Carmen)</p> <p>"Eternal Life" <i>New York Times</i> book review of "The Imomortal Life of Henrietta Lacks"</p>
Sept. 20	<p>Social Science Research and Policy</p>
Sept. 22	<p>Exam 1</p>

SECTION 2: SOCIAL INSTITUTIONS

Sept. 27	<p align="center">The Penal System</p> <p>Western and Wildeman “The Black Family and Mass Incarceration” (Available on Canvas Content tab). Pp. 221-242</p>
Sept. 29	<p align="center">The Media</p> <p>Malcolm Gladwell, “Small Change: Why the revolution will not be tweeted.” (Available on Canvas course page). Pp. 1-22</p> <p>Watch the video Kony 2012 https://www.youtube.com/watch?v=Y4MnpzG5Sq</p> <p>Introduction and Chapters 1-2 in <i>How Schools Really Matter</i>. Pp. 1-27</p>
Oct. 4	<p align="center">Sports</p> <p>Taylor Branch, “The Shame of College Sports” (Available on Canvas Content tab). Pp. 1-44</p> <p><i>How Schools Really Matter (Chapter 3-4).pp.28-64</i></p>
Oct. 6	<p align="center">Religion</p> <p>Dusek, Jeffery A. et al. 2002. “Study of the therapeutic effects of intercessory prayer (STEP): Study design and research methods.” <i>American Heart Journal</i> 143(4):577–584. (Available on Canvas course page).</p> <p><i>How Schools Really Matter (Chapter 5).pp 65-82</i></p>
Oct. 11	<p align="center">Politics</p> <p>Iyengar, Shanto, and Sean J. Westwood. 2015. “Fear and Loathing across Party Lines: New Evidence on Group Polarization.” <i>American Journal of Political Science</i> 59(3):690-707.</p> <p><i>How Schools Really Matter (Chapters 6).pp.83-93.</i></p>
Oct. 18	<p align="center">Family</p>

	Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." <i>American Sociological Review</i> 67(5):747–76.
Oct. 20	Schools—The Critical View <i>How Schools Really Matter (Chapters 7), pp.94-109</i>
Oct. 25	Schools—An Alternative View <i>How Schools Really Matter (Chapters 8), pp.110-125</i>
Oct. 27	Test 2

SECTION 3: STRATIFICATION

Nov. 1	The American Dream—Video lecture <i>Chetty et. Al. 2017 "The Fading American Dream" Pp. 398-406</i>
Nov. 3	What Do the Haves Have?—Video lecture
Nov. 8	Marx and the Revolution—Video lecture
Nov. 10	Gender: A Biological View Wright, Robert T. "Male and Female" in <i>The Moral Animal: Why We Are the Way We Are</i> .1996. Pp. 33-43.
Nov. 15	Gender: The Social Construction Quadlin, Natasha. 2018. "The Mark of a Woman's Record: Gender and Academic Performance in Hiring." <i>American Sociological Review</i> 83(2):331–60.

Nov. 17	<p style="text-align: center;">Race: The Social Construction</p> <p>View “Race: The Power of an Illusion” Parts 1-3 (Available on Carmen)</p>
Nov. 22	<p style="text-align: center;">Race: How it matters in everyday life</p>
Nov. 29	<p style="text-align: center;">The intersection of race/ethnicity and gender</p> <p>Evans-Winters, Venus E. 2021. “Race and Gender Intersectionality and Education” <i>Education</i>. https://doi.org/10.1093/acrefore/9780190264093.013.1345</p>
Dec. 1	<p style="text-align: center;">Prisoner’s Dilemma—Wrap Up</p>
Monday Dec. 12 Noon- 1:20pm	<p style="text-align: center;">Test #3</p>

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

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

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 Greenville 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)