

Term Information

Effective Term Summer 2023

[Previous Value](#) Autumn 2022

Course Change Information

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

Updating to designate REGD Gen Ed

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

Students will be able to fulfill their REGD foundations requirement in the new GE structure

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

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

None

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Cross listed in Jewish Studies (Jewish Studies 3205).

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History of Art

Fiscal Unit/Academic Org History of Art - D0235

College/Academic Group Arts and Sciences

Level/Career Undergraduate

Course Number/Catalog 3205

Course Title Art and Judaism

Transcript Abbreviation Art & Judaism

[Previous Value](#) Art and Judaism

Course Description An exploration of the nature and function of art in ancient Judaism from the standpoints of history, cultural history, and material culture.

Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week

Flexibly Scheduled Course Never

Does any section of this course have a distance education component? No

Grading Basis Letter Grade

Repeatable No

Course Components Lecture

Grade Roster Component Lecture

Credit Available by Exam No

Admission Condition Course No

Off Campus Never

Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Completion of GE Foundation Writing and Information Literacy course
Previous Value *Prereq: English 1110.*
Exclusions Not open to students with credit for JewshSt 3205, 2205, Hebrew 3205, or 2205.
Electronically Enforced No

Cross-Listings

Cross-Listings Cross-listed in JewshSt.

Subject/CIP Code

Subject/CIP Code 50.0703
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Visual and Performing Arts; Literary, Visual and Performing Arts; Race, Ethnicity and Gender Diversity

Previous Value

General Education course:
Visual and Performing Arts; Literary, Visual and Performing Arts

Course Details

Course goals or learning objectives/outcomes

- Students gain a deeper understanding of Judaism and the study of religion

Content Topic List

- Students develop a deeper understanding of the History of Art
- Jewish art: image and reality
- Art and Jewish history
- Art and architecture in the synagogue
- Symbols and stories in Jewish art
- Temple and synagogue
- Jewish art and the aesthetics of late antiquity

Previous Value • *Students develop a deeper understanding of the History of Art*

Sought Concurrence No

COURSE CHANGE REQUEST
3205 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/25/2023

Attachments

- 3205 Art syllabus GE proposal-Swartz. Final.docx
(Syllabus. Owner: Stephens, Gabrielle Marie)
- ge-foundations-submission-JEWSHST3205 Final (1).pdf
(GEC Model Curriculum Compliance Stmt. Owner: Stephens, Gabrielle Marie)
- 3205 Art syllabus GE proposal-Swartz revised (1).pdf: revised syllabus based on panel feedback
(Syllabus. Owner: Stephens, Gabrielle Marie)

Comments

- Please see feedback email sent to department 02-18-2023 RLS *(by Steele, Rachel Lea on 02/18/2023 10:21 PM)*
- adding REDG designation to course and pushing through HISTART version per Phoebe Carmichael in Jewish Studies. *(by Stephens, Gabrielle Marie on 12/20/2022 02:13 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stephens, Gabrielle Marie	12/20/2022 02:13 PM	Submitted for Approval
Approved	Whittington, Karl Peter	12/20/2022 02:15 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/27/2023 12:18 PM	College Approval
Revision Requested	Steele, Rachel Lea	02/18/2023 10:21 PM	ASCCAO Approval
Submitted	Stephens, Gabrielle Marie	03/23/2023 09:23 AM	Submitted for Approval
Approved	Whittington, Karl Peter	03/23/2023 09:41 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/25/2023 02:54 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/25/2023 02:54 PM	ASCCAO Approval

Jewish Studies/History of Art 3205
ART AND JUDAISM: IMAGE AND REALITY

Michael D. Swartz, instructor

Conceptions of race and ethnicity and ethnic and gender stereotypes go beyond matters of skin color, anatomy, and genetic pseudo-science. From antiquity to modern times, national and ethnic groups have been associated with cultural traits and aptitudes. Those associations and the stereotypes they carry are often the product of interlocking myths and philosophies, cultural influences, and social conditions. Dominant groups have used images of the other to assert their superiority—not only to oppress minorities and outsiders, but to reinforce the values that are central to their civilizations. Those images can take the form of stories and theories of a people’s personality and culture. They can also be visual images—for example a caricature of a people’s physical features or a system of iconography associating them with evil or the non-human. At the same time, it is not unusual for those who have been the subjects of those stereotypes to reverse them—to create alternative images of themselves that refute those stereotypes or even turn them into positive qualities.

A case of this dynamic is the image of the Jews as a “nation without art.” That is, from medieval to modern times, Christians and other non-Jews have characterized Judaism as a religion that discourages art, iconography and the visual—a characterization that has sometimes been extended to Jewish ethnicity in secular art. These stereotypes have sometimes been rationalized by citing the biblical Second Commandment, which prohibits “any likeness of what is in the heavens above or on the earth below.” In the 19th and 20th centuries, modern antisemites expanded these images to accuse Jews of being racially incapable of visual creativity and even color-blind.

However, the reality is very different. From biblical times to the present, art has played a vital role in the making of Jewish civilization. Judaism has a rich tradition of architecture, mosaic and sculptural arts, and a history of discourse on the role art and iconography should play in religious life. This course is an exploration of the nature and function of art in Judaism from the standpoints of history, cultural history, and material culture. It is also an exploration of how a religious community, living as minorities in the Western world, were subject to images, both conceptual and visual, that reflected the majority cultures that surrounded them. We will examine whether the image of Jews as aniconic is an accurate one and look closely at aspects of architecture in ancient, medieval, and modern times, the synagogue and home, and how modern artists grapple with Jewish culture.

Our explorations will involve both written and artistic sources—including colorful mosaics in ancient synagogues, lavishly illuminated manuscripts of the Passover prayer book (*Haggadah*), the works of modern secular Jewish artists, and comics and graphic novels. You will also have the opportunity to reflect on these topics through research or creative activity.

- I. **Prerequisite:** completion of GE Foundation Writing and Information Literacy course.

II. GOALS OF THIS COURSE:

By the end of this course you should be able to:

1. Understand and evaluate the complex dynamics of race, ethnicity, gender, and religion and their intersections, and examine how they have affected the perceptions of Judaism and its relationship to art and visual culture from ancient times to the present day;
2. Become acquainted with the varieties of relationships between art and Judaism, including laws, customs, and rituals in which art and material culture play a role; the variety of media, images, styles, and ideologies employed by Jewish artists; and how those components of visual culture in Judaism have changed and been reinterpreted over the centuries;
3. Analyze how those components of visual and material culture in Judaism reflect internal needs and external influences and pressures from the geographic, political, and religious environments in which Jews have lived;
4. Explore and think critically about how Jewish art and material culture provide evidence for history and the lived experiences of underrepresented and marginalized sectors of Jewish and non-Jewish communities, including women, working-class artisans, and agents of cultural and political resistance;
5. Learn to engage those skills through written essays and research presentations or creative works.

III. GE Education Goals and Expected Learning Outcomes

This course meets the requirements for the Race, Ethnicity, Gender, and Ethnic Diversity and the Literary, Visual and Performing Arts GEN Foundations categories. The University's expected learning outcomes (ELO) for fulfilling these requirements are as follows:

Race, Gender, and Ethnic 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 behavior.

2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

How this course fulfills the expected learning outcomes:

This course will satisfy those outcomes through an examination of how Judaism and the Jewish people have been affected by racial concepts and ethnic stereotypes of Jews as a “nation without art”—a people who was incapable of visual creativity artistic talent. Students will examine critically how such stereotypes are formed by majority cultures, especially in the Christian West, using racial and religious rationales. At the same time, the course is a close look at the historical realities that belie that stereotype. Students will begin by examining the role of the hegemonic image of the Jews in the development of ideas of race, ethnicity, and gender in the modern world, including philosophy, art history, and popular culture. Then students will explore a wide variety of artistic sources from biblical archaeology to the work contemporary Jewish artists to examine the rich visual culture of premodern Judaism and see how modern art has affected and been affected by Jews and Judaism. By the end of the course, students will not only learn about the works of art and their historical contexts, but consider how and why intersectional perspectives, as well as considerations of race, ethnicity and gender and their intersections have been impacting the modern study of ancient Jewish art.

Literary, Visual, and Performing Arts

Goals:

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

Expected Learning Outcomes:

Successful students are able to:

- 1.1 Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.
- 1.2 Describe and explain how cultures identify, evaluate, shape and value works of literature, art and design.
- 1.3 Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.

- 1.4 Evaluate social and ethical implications in literature, visual and performing arts, and design.
- 2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
- 2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

How this course fulfills the expected learning outcomes:

The focus of this course will be works of art from Jewish history from biblical times to the present, studied both through the lens of race, ethnicity, and gender and the lens of art history and visual culture. Students will learn to look at pre-modern and modern Jewish art critically and historically, understanding them in social and cultural context. They will learn to attune themselves to the aesthetic, religious, and sociopolitical values that shape ancient, medieval, and contemporary Jewish art. They will also contribute their personal observations and responses to those works through class discussion, reflective essays, and a final research or creative project.

Legacy GE:

This course fulfills a GE requirement in the category of Visual and Performing Arts. The University's criteria for fulfilling these requirements are as follows:

“Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.”

This course fulfills these outcomes by focusing on the most important works of art produced in Jewish civilizations from ancient times to modern. Students will learn to study these works by looking critically at their social and historical contexts, aesthetic and religious values, and the imagery and symbolism that inform them. They will respond to these sources in class discussion, reflective essays, and a final project.

IV. COURSE MATERIALS AND TECHNOLOGIES

I. Texts:

Two textbooks (Levine, *Visual Judaism* and Spiegelman, *Maus*) will be made available at the Barnes and Noble OSU Bookstore on High Street and will be placed on reserve in the Main Library (Thompson). Other readings will be made available on the Carmen site or the OSU Library Website. These are marked with an asterisk (*).

1. Lee I. Levine, *Visual Judaism in Late Antiquity: Historical Contexts of Jewish Art*
2. Art Spiegelman, *Maus*. We will read Part I but a boxed set including Parts I and II is also available.

3. Steven Fine (ed.), *Sacred Realm: The Emergence of the Synagogue in the Ancient World*. Chapters from this book will be placed on the Carmen site.
4. A few of our readings will be articles from *The Encyclopedia of Religion*, second edition, edited by Lindsay Jones. To access these articles:
 - Go online to the OSU online library catalog (library.osu.edu) and go to “books and more.”
 - Do a title search for **Encyclopedia of Religion**,
 - Click on the link for “**Encyclopedia of Religion (online)**”
 - When you arrive at the encyclopedia of religion entry click on the “**connect to website**” link (you may need to sign in if you are off campus).

This will get you to the Encyclopedia e-book site. Click on the **eTable of Contents** and go to the volume that contains the first word of the title to find the article. Alternatively, the article is available in the print edition of the *Encyclopedia of Religion*, which is available in the Grand Reading Room in the Thompson library. The call number is: **BL31 .E46 2005**. You may scan or copy the article in the library. Please contact me if you have any difficulty finding the article.

5. There will be a few readings from the Hebrew Bible (also known as the Old Testament). It is strongly recommended that you own a good scholarly translation. The best one available is *Tanakh: The Jewish Publication Society Translation of the Holy Scriptures*. Other good ones, which contain the New Testament, are: *The New Revised Standard Bible* and the *Revised Standard Bible* (also contained in the *Oxford English Bible*); *Revised English Bible*. The *New International Version* and the *Artscroll* edition are not recommended for this course.

II. Course requirements

- A. **Attendance is required for this course.** You are allowed **two absences**. Any additional unexcused absence will lower your grade. If you have any questions, please discuss them with me.
- B. **Preparation** of assigned readings and viewing images of the art and architecture we will be studying are essential requirements of this course. You will be required to be familiar with the material so you can come in with informed questions and observations.
- C. Together with this requirement, **class participation** in discussions and readings and your **willingness to learn** are essential requirements of this course. Your level of participation in discussions can make a significant difference in your grade.

What does "class participation" mean?

 1. Of course, it means **regular attendance** in class and (**staying awake** during the class!). The readings will not give you the whole story. Lectures and presentations will provide essential information. You are also responsible for assignments given in class, such as one-page essays due the next class session.

Just reading someone else's notes won't help much—without seeing how the instructor fits the facts into a larger point or how the class arrived at an insight in the course of a discussion, your grade will suffer. Your essays will look like a collection of catch phrases without coherence or logic.

2. It means **preparing readings** before class and bringing them to class if possible. If the readings are online, you are encouraged to print them out so you can bring them to class.
 3. It means **speaking up when you have a question**. Make a habit of writing down questions that occur to you in the course of your reading. If you have prepared the assignment, you don't need to be afraid that your questions might sound "dumb" or that other students came into this course knowing more than you. Sometimes the so-called "dumb" questions are the most insightful.
 4. It means **good citizenship** in class. This means **listening** quietly to the person who is talking (instructor or student), **being respectful** of other people's opinions and cultures and not forcing your own on them, showing up to class **on time**, and **staying for the whole class session**. It also means **turning off cell phones, laptop computers, MP3 players, and other electronic devices** before you begin class. Failure to comply with these rules could result in a significant difference in your grade.
 5. Most important, it means **contributing to class discussions**. Often when we are looking at an image or reading a text, I will ask a question, like: What motivates this particular opinion? Or: Why did the artist use this style or theme? Other times, especially at the end of a unit, I will ask a general question about what we've learned, such as: What do the ancient synagogue mosaics have in common? Or how do modern Jewish artists draw on traditional images for new purposes? There are many good ways to answer these questions, and I expect you to give me your informed opinion and discuss it with your classmates and me in class.
- D. **Five short (10-15 minute) quizzes** will be held during the semester. Each quiz will be held at the beginning of the class session. In these quizzes you will be asked to identify important concepts and locations briefly. No allowances will be made for taking them afterward.
- E. Alternating with those quizzes will be **reflection essays** in which you are to consider the themes and materials we are studying and think through your responses to them. The topics for those essays will be listed under the class sessions when they are due. These essays will be graded with a check (✓) for satisfactory work; a plus (+) for an exceptionally insightful essay, and minus (-) for unsatisfactory work.
- F. Each student will present **one final in-class presentation related to the subject of Art and Judaism**. These presentations will take place in the last week of class. There are two options for this presentation:

Option A: A report about a specific archaeological site or set of images relevant to Jewish art. For this option you may present one of the following:

1. Present a report on a **specific archaeological site**, such as Dura-Europas, Bet Alpha, Sepphoris, or **modern building**, such as the Beth Sholom Synagogue designed by Frank Lloyd Wright or the Knesset building in Jerusalem. In this report you will summarize the most important features of the site or building for the study of Jewish art. It will be based on a major publication about the site or one or two articles selected by the instructor.
2. Present a report on a **specific image, motif, or architectural feature in synagogue art** (such as the menorah, the zodiac, the ark, in ancient synagogues or ceiling paintings in medieval paintings), or ritual object (such as Torah coverings or Hanukkah menorahs). In this type of presentation you will survey the main examples of the motif or image and describe the similarities and differences between the various occurrences.
3. Present a report on an **illuminated medieval manuscript or type of ritual object** from the Middle Ages; for example a medieval Haggadah or prayerbook, an illustrated Bible text, objects or clothing such as Seder plates or ceremonial wedding garments. Alternatively, you can present a report on **depictions of Jews** in medieval European or Mediterranean art, examining the inter-ethnic and interreligious dynamics we have explored in this class
4. Present a report about the work of a **significant modern artist** and her or his significance for issues in Jewish art we have explored in the course (for example, Eva Hesse, Marc Chagall, Judy Chicago, or Nira Pereg). This report will be based on collections of images of the artist's work and critical and biographical essays selected by the instructor and the student.

In this report you should tell us something about the historical and cultural background of the art, artifact, or artist you are describing. You should describe how that work or artist fulfills the functions of art or architecture: Does the work serve a ritual function? How do its aesthetics aid or augment these functions? What sorts of cultural references does the work make? And most important, you should put these factors together to assess how the work responds to the complex dynamics of race, ethnicity, and gender we have explored in this class. Can we read in the work a response to colonialization or marginalization? Does it reflect an unexpected conception of gender in its themes, or is it especially relevant to the roles of women and men in its society? Further details will be provided during the course.

Option B: A creative project in the visual arts based on one or more of the sources or topics studied in this class. The project can be a work of art, video, or a proposal for an architectural design, film, or prospectus for a graphic novel. For this project, you will present the work or proposal to the class, explain how it relates to specific works, sites, artists, or motifs we have studied in class. Most important, you should reflect in your presentation on how this work has been a response to the complex dynamics of race, ethnicity, and gender we have explored in this class. Does it come from a personal response to what we have learned about the relationship of art to society? Does it reflect

new conceptions of the relationship between art and gender roles or critique existing ones? Does it reflect questions or theories of identity? Further details will be provided during the course.

Together with the presentation, students will hand in a **three-page essay**, in which they will reflect on the process of studying the materials, the questions the topic raises, and what that student feels are the artistic, aesthetic, or creative dimensions of those sources. Details will be provided in class.

The topic and readings for the presentation **must be approved by me by the eighth week of class**. The essay should be handed in when you give the presentation.

G. A **final exam**, to be held in our regular classroom on the date and time designated by the registrar for final for our class period. Please **do not schedule any travel or appointments for the dates and times of the midterm presentation and the final exam**. They cannot be rescheduled.

H. To gain a deeper understanding of Judaism and the academic religion, students will be required to attend a **lecture** at the University relevant to Jewish Studies and religious studies or the history of art, or an **art exhibit**, and to write a **one-page report** on that lecture or exhibit. Events that will fulfill this requirement will be made available in class and in email messages. The report is due a week after the lecture or visit and will count as much as one essay.

EVALUATION: Final grades will be assigned on the following basis:

1. Class participation and willingness to learn: 20%
2. Quizzes: 15%
3. Essays and lecture or exhibit report: 15%
4. Final Presentation: 25%
5. Final Exam: 25%

III. COURSE POLICIES AND OTHER NOTES:

Academic Integrity

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)

Attendance and other Policies:

Attendance at class sessions is required for this course. You are allowed **two unexcused absences**. Every additional unexcused absence will lower your grade by half a grade. If you have any questions, please discuss them with me.

So that we can all engage directly with the texts and class discussions, **all other personal electronic devices** (besides what you are using for our Zoom sessions or reading materials) **must be turned off—not simply put on silence or vibrate**. This includes laptops, cell phones and smart phones, tablet computers, e-book readers, and iPod/MP3 players. Please advise your contacts that you will not be available during class hours.

Grading Scale

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Feedback for Assignments and Communication

- Grading and feedback: Quizzes and essays will generally be graded a week after submission.
- Email: **Please check your OSU email account regularly** or be sure that you have forwarded your OSU email to your personal account. You may receive important announcements about the course and the class schedule through that account. I will contact you through OSU email or the Carmen inbox function, which sends messages to your OSU email address. I will not contact you through your private email account (such as Gmail).

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <https://advising.osu.edu>

Copyright and Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

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

Commitment to a Diverse and Inclusive Learning Environment

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 Cherokee 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. I/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.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist

you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting Accommodations: 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.

Accessibility of course technology: This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

III. Class Schedule

Please note that **this schedule is subject to change**; you will be notified in advance. In this schedule, every capital letter (such as A or B) represents a topical unit and every Arabic numeral (such as 1 or 2) designates a class session.

A. Introduction

As we begin our exploration of how art and Judaism have been perceived and the reality behind those perceptions, we will ask some basic questions: What is the role of art in life in general and in religion in particular? What is Judaism and does it relate to categories of race, ethnicity, gender and religion? How do artistic creativity, materiality, and the

sense of the visual fit into it? We will also introduce the concept of intersectionality and begin to think about the terms of discourse we use to talk about this history.

Week 1

1. Introduction

- In-class images and readings

2. Art—Who needs it?

- *Francine Prose, “Ten Things that Art Can Do”
- D. Apostolos-Cappadona, “Art and Religion,” in *The Encyclopedia of Religion* (see above for instructions).

Essay: What do you hope to learn from this course?

Week 2

3. Ancient Images and Contemporary Theory

- Watch “The Urgency of Intersectionality,” a TED Talk by Kimberlé Crenshaw:
- https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

QUIZ #1: Art and Judaism

4. What is Judaism?

- Swartz, “Judaism: An Overview,” in *The Encyclopedia of Religion*
- “Jewish Art: A Brief History:” (website):

<https://www.myjewishlearning.com/article/jewish-art-a-brief-history/>

(www.myjewishlearning.com is a website sponsored by Jewish community organizations. It includes introductions to topics in Jewish history by academic experts along with topics of interest specifically to members of the Jewish community.)

Week 3

5. Art, Life, and Sacred Space

- Lawrence A. Hoffman, “Rites of Passage: Jewish Rites” in *The Encyclopedia of Religion* (see above for instructions)
- *Eliade, *The Sacred and the Profane* (excerpts)
- **There will be a brief tour of a Jewish ritual space or a guest speaker for this class session. Details will be announced.**

B. A Nation without Art?

Jews have often been stereotyped as a people devoid of artistic sensibilities and a sense of the visual. In this unit we see how this stigma came about and look at its origins in early modern culture. In this unit on the rise of stereotypes of the “artless Jew” (Weeks 3 and 4), students will follow the controversies about Judaism and the visual in philosophy and popular culture in Europe and America. This discourse, carried out by influential philosophers and cultural critics, affect Jewish communities on both the elite and popular level, as Jewish populations struggled for survival and equality as ethnic and racial minorities in the late medieval and modern worlds. We will also see how Jews and

sympathetic Christians responded to those accusations. How do theories of intersectionality affect the way we look at the history of Jewish culture? How does that history interrogate the ideas of race and intersectionality as they are expressed in contemporary Western culture?

6. The origins of a stereotype
 - Olin, *The Nation without Art*, chapter 1
 - Bland, *The Artless Jew*, chapter 3

Essay: Do you think that the category of intersectionality can be applied to the history of Judaism and Jewish culture?

Week 4

7. Denials and Affirmations
 - Bland, *The Artless Jew*, chapter 1

8. Counter-Images
 - Olin, *The Nation without Art*, chapter 2

Quiz #2: Images of Art and cultural theory

C. Ancient Jewish Art: The Historical Reality

Ancient Israel was a small nation often occupied by larger empires, from the Babylonians to the Greeks and Romans. This means that the Israelite religion and ancient Judaism were subject to the pressures of colonial powers and influences and sought to preserve their identity in their ritual and material culture. With the discovery of ancient synagogues and other archaeological finds in the twentieth century, historians became aware of a hidden world in which Jewish communities in ancient Israel and the Mediterranean built grand places of worship and adorned them with colorful mosaics, wall paintings, and sculptural decorations. These discoveries contradict the image of a people without art. They are filled with surprising images, including novel interpretations of Bible stories and mythological depictions of the Zodiac. In this unit we will explore the art and architecture of Judaism in antiquity and seek to understand it in the light of previous modern preconceptions. Understanding ancient Jewish communities as territorial and ethnic regions subject to the colonial domination will help us think about the impact of cultural hegemony on religious minorities. We will also examine how gender was represented visually in synagogue paintings depicting women in biblical narrative.

Week 5

9. The Roots of Jewish Art
 - Levine, chapter 1
 - *Vivian B. Mann, *Jewish Texts on the Visual Arts*, 19-36

10. From Temple to Synagogue
 - Levine, chapters 2-3
 - Bible, Leviticus chapter 16, 1 Kings, chapters 6-8

Essay: What do the biblical and legal Jewish texts we have read tell us about the place of art in Judaism?

Week 6

11. Stone, Sound, and Sacred Space

- **Sacred Realm*, chapters 1, 2, and 6
- *Jewish Prayer Book (Selections)

12. Ritual Images

- * Hachlili, *Ancient Jewish art and Archaeology in the Land of Israel*, selections

Quiz #2: Temple and Synagogue

Week 7

3. Symbols and Stories

- Levine, chapter 14
- **From Dura to Sepphoris*, pp. 73-91
- Read Genesis chapter 22 in the Bible

4. Women on the Synagogue Wall: Gender and Interpretation at Dura-Europas

- Levine, chapter 5

Essay: What do you think is the function of synagogue mosaics and paintings?

Week 8

5. The Zodiac

- *Morton Smith, "Helios in Palestine"
- *Hachlili, "The Zodiac in Ancient Jewish Art"
- Recommended: Levine, chapter 16

6. Art and Magic

- **Angels and Demons: Jewish Magic through the Ages*, 17-53, 61-62, 154-59
- **Quiz #3:** Ancient Jewish art and Iconography

D. The Art of a Medieval Religious and Ethnic Minority: Jewish Art in the Middle Ages

In the Middle Ages, from the eighth to seventeenth centuries, most Jewish communities had migrated to Europe, the Middle East, and North Africa, where they lived among Christian and Muslim majorities. They were influenced by those majority cultures and at the used art to serve their needs in daily life and in illuminated manuscripts. At the same time, Jewish communities were subject to persecution, especially in Christian Europe. In this unit will explore how medieval Jewish art period the richness and vicissitudes of these communities. We will see how Jews living in Christendom and Islam negotiated the needs, benefits, and dangers of coexistence as a minority group, in racial, ethnic, and religious terms. We will also investigate what we can learn about experience of medieval women from ritual objects in the domestic sphere and images of gender, ethnic difference, and humanness depicted in Hebrew manuscript illumination.

Week 9

7. Jewish Art in Christianity and Islam

- * Gabrielle Sed-Rajna, “Styles of the Diaspora”

8. Manuscript Illumination

- * Sed-Rajna, “The Renaissance of Narrative Art”

Essay: How, in your opinion, does medieval Jewish art reflect the influences and conflicts of a minority community?

Week 10

9. The Haggadah

- *Passover Haggadah (excerpts)
- *Yerushalmi, *Haggadah and History* (excerpts)

Week 11

15. Women’s Spaces and Materials

- *Shalom Sabar, “The World Centered on the Home”

Quiz #4: Jewish Art in the Middle Ages

E. Jewish Art in the Modern World

Week 12

In the nineteenth and twentieth centuries, Jews were granted civil rights, including the right to follow professions that had been denied them and the right to live among their non-Jewish neighbors. In the twentieth century, the Zionist movement established a national home in the Land of Israel. During this time, Jews produced influential works of modern art—not to mention the new medium of comics and graphic novels. These freedoms did not without struggles, catastrophes, and questions about the place of Judaism in the world. At the same time, the growth of feminism and contemporary reimaginings of gender have transformed face of modern art and Jewish art. In this unit we will see how modern Jewish movements and individual artists used those images as tools of resistance against the rise of racism and the challenges of cultural imperialism. We will also see how Jewish women and queer artists addressed the intersection between hegemonic ethnic images and gender roles in Western society.

16. Reinventing Jewish Art

- *Samantha Baskind and Larry Silver, “America and Acculturation”
- **Guest Lecturer: Professor Suzanne Silver, Department of Art**

17. Too Jewish?

- *Norman L. Kleeblatt, “‘Passing’ into Multiculturalism”

Essay: How did the changing status of Jews in the modern world affect the relationship of art and Judaism?

Week 13

18. Is Superman Jewish?

- *Paul Buhle, “Comic Book Heroes,” in *Jews and American Comics*

- **Field trip to the Billy Ireland Cartoon Museum and Library**

19. Comix and Catastrophe

- Spiegelman, *Maus* Part 1

Quiz #5: Jewish art and the modern world

Week 14

Conclusions

In this unit you will have an opportunity to share your research and creativity with the class and we will discuss what we have learned this semester.

20. Final Presentations

21. Final Presentations and Conclusion

- Levine, chapter 18

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)