

## Term Information

Effective Term Spring 2024  
[Previous Value](#) Autumn 2022

## Course Change Information

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

Add REGD; update to prereq, course description, and topics to reflect REGD

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

Course has been updated to reflect attention toward race and gender, alongside ethnicity

**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)?

Potentially increased enrollment and interest, especially among students looking for an REGD course

**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	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2105
Course Title	Literature and Ethnicity
Transcript Abbreviation	Lit & Ethnicity
Course Description	This course examines literary representations of ethnicity refracted through experiences of racialization and gender in an American cultural context.
<a href="#">Previous Value</a>	<a href="#">Study of relationships between literature and ethnicity; analysis of concepts of ethnicity as represented in literature and film of diverse cultures and historical periods.</a>
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?	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**

English 1110 or completion of GE Foundation Writing and Information Literacy course

*Previous Value*

*Prereq: English 1110 (110) or equiv.*

**Exclusions**

*Previous Value*

Not open to students with credit for 205. GE lit and diversity global studies course.

**Electronically Enforced**

No

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code**

05.0299

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

**General Education course:**

Literature; Social Diversity in the United States; Literary, Visual and Performing Arts; Race, Ethnicity and Gender Diversity

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

*Previous Value*

*General Education course:*

*Literature; Social Diversity in the United States; Literary, Visual and Performing Arts*

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

## **Course Details**

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**Course goals or learning objectives/outcomes**

- Read, discuss, and write about literature at increasing levels of sophistication to create original analyses, interpretations, and critiques of literary works
- Cultivate knowledge of thematic, formal, and stylistic connections between diverse texts and introducing students to strategies for analysis and collaborative inquiry
- Describe and examine personal and collective identity categories (including but not limited to culture, ethnicity, race, gender, sexuality, language, nationality, and ability differences)
- Attend to varied intersections of identities, to the unique configurations of privilege and/or oppression they produce, and to lived experiences of this intersectionality, both as represented in literature and as experienced by readers
- Theorize and trace representations of oppression, assimilation, hybridity, intersectionality, colonization, migration, and diaspora, especially as they relate to race, ethnicity, gender, sexuality, and other forms of diversity in societies
- Identify and analyze systems of power and inequality within works that circulate as “ethnic literature,” in the circuits of literary dissemination, and in current events and cultural artifacts
- Apply the knowledge of identity and systems of power gained through studying literature to examine our own identities, place in power structures, and impact as global citizens

*Previous Value*

**Content Topic List**

- Literature
- Race
- Ethnicity
- Gender
- Culture
- Society
- Diversity
- African American
- Asian American
- American Indian
- Native American
- Latino
- Latina
- Comparative studies
- Ethnic studies

**COURSE CHANGE REQUEST**  
2105 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/24/2023

**Previous Value**

- [Literature](#)
- [Ethnicity](#)
- [Culture](#)
- [Society](#)
- [Diversity](#)
- [African American](#)
- [Asian American](#)
- [American Indian](#)
- [Native American](#)
- [Latino](#)
- [Latina](#)
- [Comparative studies](#)
- [Ethnic studies](#)

Sought Concurrence  
**Previous Value**

No

**Attachments**

- 2105\_Brooks\_OSU\_Syllabus\_revised.pdf  
*(Syllabus. Owner: Arceno, Mark Anthony)*
- 2105\_Brooks\_GE Foundations Submission\_041123.pdf  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*

**Comments**

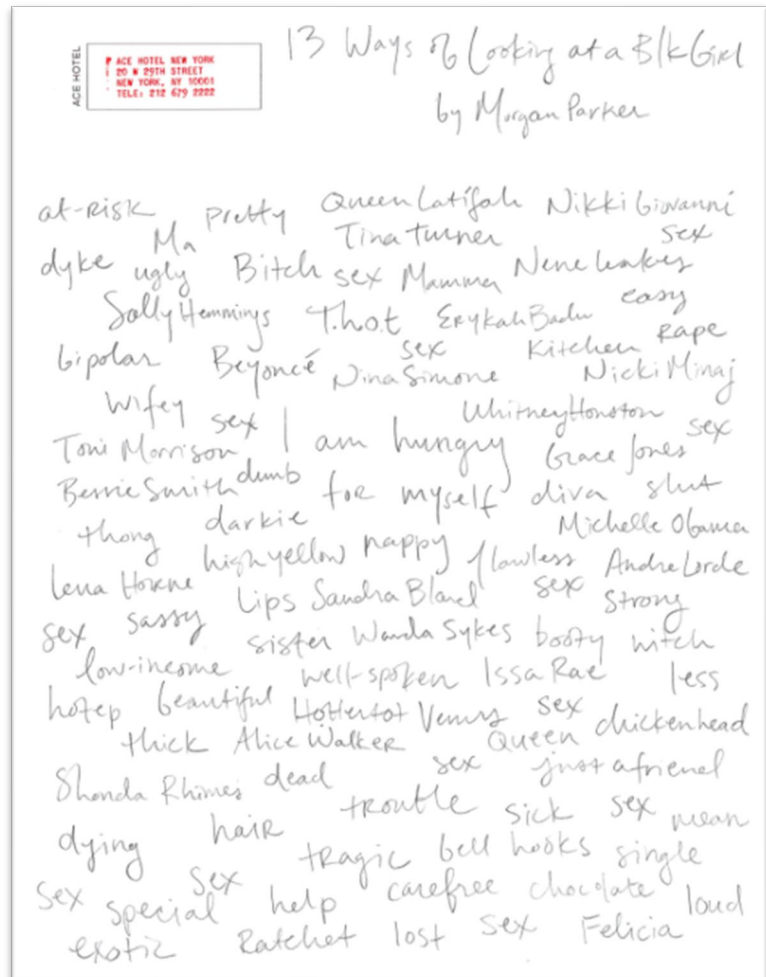
- Please see feedback email sent to department 03/20/2022 RLS *(by Steele, Rachel Lea on 03/20/2023 12:38 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	02/21/2023 01:26 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	02/21/2023 01:29 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/24/2023 01:16 PM	College Approval
Revision Requested	Steele, Rachel Lea	03/20/2023 12:38 PM	ASCCAO Approval
Submitted	Arceno, Mark Anthony	05/31/2023 03:14 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	05/31/2023 03:14 PM	Unit Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	05/31/2023 03:14 PM	College Approval

# CS 2105: Literature and Ethnicity

## Fall 2023



**Image Credit:**  
Morgan Parker  
"13 Ways of Looking at a Blk Girl"  
Pencil on Hotel Stationary  
8.5 x 11 in. 16 August 2015

## Course Information

- **Mode of Delivery:** In-Person Synchronous; 3 credits
- **Course Time:** Wednesday and Friday, 11:10–12:30 p.m.
- **Course Location:** TBD

## Instructor

- **Instructor:** John Brooks
- **Email:** [brooks.1310@osu.edu](mailto:brooks.1310@osu.edu)
- **Office location:** Hagerty 473
- **Office hours:** Wednesdays, 12:45–3:35 p.m.
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - Class-wide communications will go through CarmenCanvas Announcements. Update your [notification preferences](#) to ensure you receive these messages.



## Course Description

This course examines literary representations of ethnicity refracted through experiences of racialization and gender in an American cultural context. How are people belonging to various sub-cultural ethnic groups construed as alien “others” by dominant cultures? How do language, narrative, and creative expression allow writers from diverse ethnic backgrounds to construct a sense of self that resists such othering?

We will probe these questions by carefully and critically studying autobiography, fiction, drama, poetry, film/video, and essays, considering how each form of expression bears witness to historical trauma and social dispossession to engage with questions of ethnicity, racialization, and gender and sexual politics. Our examination will uncover how writers have used a literary genres and forms to expose inequality and injustice; to call for justice, solidarity, and inclusion; and to transform experiences of trauma, displacement, difference, and oppression into art.

This section of “Literature and Ethnicity” focuses on representations of belonging and alienation in the works of American ethnic writers. We will focus on the myriad ways that authors describe their changing senses of self in racialized, gendered, and intersectional terms. As we will see, ideas of identity and otherness are fraught with questions and complications—what it means to belong in America has been defined and redefined, often meaning different things to different groups of people at different times. Making sense of one’s identity as an American thus involves coming to terms with competing ideas about ethnic, racial, and gender performances, but also reckoning with the alienation that such identities produce.

## GE Fulfillment Information (Revised and “Legacy”)

This course meets the requirements of the new/revised GE (launched in fall 2022) in two categories: **Race, Ethnicity, and Gender Diversity** and **Literary and Performing Arts**. The course also continues to meet the “legacy” GE requirements in **Literature and Diversity: Social Diversity in the United States** for students completing a degree under the previous GE framework.

### Revised GE (fall 2022 and on)

#### **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.

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

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

- Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.
- Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 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.

### **Literary, Visual, and Performing Arts**

**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.
- 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.
- 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.
- Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.

**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.
- 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.

## Legacy GE (2021 and prior)

### **Literature**

**Goals:** Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

### **Diversity: Social Diversity in the United States**

**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:

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.

## Meeting GE Learning Outcomes

The course supports the expected learning outcomes for all four GE categories through the following course specific ELOs. Successful students will:

1. Read, discuss, and write about literature at increasing levels of sophistication to create original analyses, interpretations, and critiques of literary works;
  - a. Response Papers contribute directly to this ELO. They ask students to look for representations of race, ethnicity, gender, sexuality, and class even when such topics are not addressed explicitly; to become careful and critical thinkers; and to connect empathetically with literature, to consider the cultural contexts and histories out of which they emerge, and to discover their own privilege in systems of power and inequality. Additional assignments contributing to this ELO include the Close-Reading Journal and Discussion Posts.
2. Cultivate knowledge of thematic, formal, and stylistic connections between diverse texts and introducing students to strategies for analysis and collaborative inquiry;
  - a. Discussion Posts support this ELO. The discussion board gives students a space to collaboratively practice literary analysis and to build on one another's



- interpretations of literary works. Additional assignments contributing to this ELO include the Close-Reading Journal, Response Papers, and the Mini-Presentation.
3. Describe and examine personal and collective identity categories (including but not limited to culture, ethnicity, race, gender, sexuality, language, nationality, and ability differences) as they are engaged in literature and experienced by readers;
    - a. Assignments contributing to this ELO include the Close-Reading Journal, Discussion Posts, Response Papers, and the Mini-Presentation. The Close-Reading Journal, in particular, provides students with an open-ended space to pursue connections between literary representations of collective identity categories and their own ideas, all the while reflecting on their own experiences as readers of literature.
  4. Attend to varied intersections of identities, to the unique configurations of privilege and/or oppression they produce, and to lived experiences of this intersectionality, both as represented in literature and as experienced by readers;
    - a. Assignments contributing to this ELO include the Close-Reading Journal, Discussion Posts, Response Papers, and the Mini-Presentation. This course introduces the concept of intersectionality early in the semester and continues exploring the relations of ethnicity, race, gender, sexuality, and class as intersecting identity categories across all writing and presentation assignments.
  5. Theorize and trace representations of oppression, assimilation, hybridity, intersectionality, colonization, migration, and diaspora, especially as they relate to race, ethnicity, gender, sexuality, and other forms of diversity in societies;
    - a. Assignments contributing to this ELO include the Close-Reading Journal, Discussion Posts, Response Papers, and the Mini-Presentation. Across all assignments, students are asked to consider how such ideas are represented and to write/speak about them in explicit terms.
  6. Identify and analyze systems of power and inequality within works that circulate as “ethnic literature,” in the circuits of literary dissemination, and in current events and cultural artifacts; and
    - a. The Mini Presentation gives students the opportunity to explore the political and historical contexts surrounding a literary work on the syllabus, a process in which they will work through its social and ethical implications. Each short presentation gives the class an opportunity to think out loud in real time about the relationship of literature, representation, and diversity in ethnic, racial, and gendered terms. Additional assignments contributing to this ELO include the Close-Reading Journal, Discussion Posts, and Response Papers.
  7. Apply the knowledge of identity and systems of power gained through studying literature to examine our own identities, place in power structures, and impact as global citizens.
    - a. The Close-Reading Journal explicitly supports this ELO, as it gives students opportunities to freely explore literary works and to draw connections between representations of experience and their own lives. Additional assignments contributing to this ELO include the Discussion Posts, Response Papers, and the Mini-Presentation.

**Assessment of Outcomes:** surveys, discussions, reflections, essays, short presentations, final and midterm exams, and end-of-term evaluations will be used to assess the achievement of these objectives.

## Required Course Materials

The following books are available for purchase through [The Ohio State University Bookstore](#). You may also be able to acquire course texts through the OSU library, OhioLink library network, Columbus Public Library, and/or another bookseller. Keep in mind that you will need the texts for the entire semester, as end-of-course assignments will draw on all class readings.

Author	Title	ISBN
Toni Morrison	<i>Playing in the Dark</i>	9781400033416
Claudia Rankine	<i>Citizen</i>	9781555976903
Philip Roth	<i>Goodbye, Columbus</i>	9780679748267
Viet Thanh Nguyen	<i>The Refugees</i>	9780802127365
Junot Díaz	<i>The Brief Wondrous Life of Oscar Wao</i>	9781594489587
N. Scott Momaday	<i>House Made of Dawn</i>	9780062909954
Laila Lalami	<i>Conditional Citizens</i>	9781524747169

Additional resources marked (CARMEN) are available on the class CarmenCanvas website under the “Files” tab. *These readings should be read and brought class on the day they are assigned.*

**Content Advisory:** Students should note that readings in this course will frequently cover topics and materials that are explicit in nature (cursing, sexual content, etc.), and that some readings will include racist, misogynistic, homophobic, and/or transphobic language. These elements exist in the texts as part of a complex literary whole and will be framed in discussion, but students who are uncomfortable with encountering them or engaging them critically, in a supported academic setting, may prefer another course.

## Overview of Major Course Assignments

In this course, students will be completing the following assignments. Regardless of the math, *all papers and exams must be completed to pass this course.*

Assignment	Value
Close-Reading Journal	20%
Discussion Posts	10%
Response Papers	10%
Mini-Presentation	10%
Midterm Exam	10%
Final Exam	20%
In-Class Participation/Writing/Quizzes/Etc.	20%

Total	100%
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**Close-Reading Journal.** Close reading is the primary method of analysis in literary studies. To hone our close-reading skills, all students will create and maintain a close-reading journal. This assignment is designed to give students frequent low-stakes opportunities to describe and analyze representations of racial, ethnic, gender, and sexual identities as they appear in literary works. Each journal entry will consist of a quotation (any selection of 2-20 lines of text assigned for the day) and a detailed analysis of the quotation that connects specific word choices, stylistic features, and/or literary motifs to broader thematic ideas. Entries can be informal and should be ~200 words in length. Students will choose their own passages to focus on, as well as which dates to complete the journal entries, but they must have a total of 20 entries by the end of the semester. Entries can be handwritten or typed, or a combination thereof. They should be organized by date and compiled into a single file to be uploaded to Carmen, due 12/6. Entries will be evaluated for content and originality of student insight, not merely completion.

**Discussion Posts.** Beginning in week 3, students are expected to post a 300-word response to Wednesday's readings by the start of class on Wednesday. We will use these posts to generate discussion during the class period. The posts can be about a particular reading or the readings as a whole. I am looking for your ideas, thoughts, and reflections. I want you to identify topics or concepts that confuse you or trouble you so that we can pay particular attention to these issues in class. *At the end of your discussion post, please pose one question for the class to consider.* This question cannot be a yes-no question; it must be conducive to discussion. For the specific Wednesdays that Discussion Posts are due, please see out schedule. There are 11 Discussion Posts due in total; students can drop 1.

**Response Papers.** Short papers (~500 words) to prompts in the syllabus. Due on Fridays, these are designed to spur critical thinking about assigned readings, prepare you for class discussion, and help in connecting theoretical materials to your own life—and thus to recognize how perceptions of difference shape your own attitudes, beliefs, and behaviors. To receive credit, all Response Papers must be printed and brought to class on the scheduled dates. For the specific Fridays that Response Papers are due, please see out schedule. There are 10 Response Papers due in total.

**Mini-Presentation:** Working in small groups, all students research the historical context for a course text (or a theme/idea represented in an assigned selection of a course text) and then present their findings to the class. Presentations should consider how the artist's background is historically and culturally situated within socially constructed categories of race, ethnicity, gender, and/or sexuality, as well as how the text intervenes into the apparent stability of such social fields. The presentation can take a variety of forms depending on what students think will benefit the class and best suit the material. For example, a group might stage a moderated Q&A discussion, construct a slideshow, or record a brief video or podcast (please ensure captioning). Regardless of format, presentations must be shareable in class and should last approximately 10 minutes. We will assign presentation groups and dates during Week 2.

**Exams.** There will be two in-class exams. The midterm will cover topics from the first half of our semester; the final will focus on topics belonging to the second half of our semester but will be cumulative, taking place during our scheduled exam time. Exams will evaluate comprehension of material on the syllabus and discussed in class. The exam content will be generated by students. Content will be identification questions and short-essay questions. The week before each exam, the instructor will ask students to review their notes and make a list of the ideas they feel are most important to the course. After generating the master list as a class, the instructor will refine it into approximately 40 key terms and redistribute it to students. On the day of the midterm exam, the instructor will choose 8 of these terms at random and students will be responsible for responding to 5 of them; on the day of the final exam, the instructor will choose 12 of these terms at random and students will be responsible for responding to 8 of them. Complete answers will achieve the following:

- If from a specific article, identifies the author and text;
- Defines the term and explains the context or some important details about it; and
- Offers a statement of the identification's importance to our class and/or provides an example that clarifies the term's significance.

Makeup exams will only be given in extraordinary circumstances.

**In-Class Participation/Writing/Quizzes/Etc.** This category includes all graded in-class work, such as quizzes, worksheets, and free writing. Quizzes may cover any material (readings, a lecture, even the syllabus). In-class work cannot be made up if you are absent.

**Specifications for Formatting and Submitting Written Work.** All formal written work should be typed, double-spaced, in 12-point Times New Roman font, with 1-inch margins on all sides. Papers should have a heading formatted to MLA guidelines, a title that corresponds to the topic/argument, and an MLA formatted works cited page (when applicable). All pages should be numbered. No email papers will be accepted. All late papers will be penalized 10% per calendar day late, including weekends. Acceptable file formats are .doc, .docx, and .pdf. *I cannot accept documents shared online through Word Online or Google Docs, and I do not accept Pages files* (all these files are incompatible with CarmenCanvas). It is your responsibility to download, save, and/or convert those documents prior to submissions.

## Grading Explanation

Assigned grades are a measure of how well your work satisfies a specific assignment's requirements. They do not reflect my estimation of you as a person, and they are not awarded in proportion to the effort put into an assignment. In grading, I abide by the following definitions:

Grade	%	Explanation
A	93-100 = A 90-92 = A-	Superlative work. Addresses all the requirements of the assignment in a compelling and insightful way. Manifests consistent attention to detail in both the ideas being presented and the writing that conveys them. Leaves the reader thinking well after the last word.

B	87-89 = B+ 83-86 = B 80-82 = B-	Excellent work. Engagingly addresses all requirements of the assignment. Writing is readable and rewarding, attuned to the needs and interest of the reader. Almost entirely error-free.
C	77-79 = C+ 73-76 = C 70-72 = C-	Adequate work. Meets all the basic requirements of the assignment. Clearly addresses the main ideas of the assignment. Writing is readable with occasional lapses in correctness and style. Punctuation, spelling, source citation, and grammar are largely error-free.
D	67-69 = D+ 63-66 = D	Barely meets the basic requirements of the assignment. Addresses the important issues or ideas but largely without insight. Frequent lapses in style, correctness, and grammar indicate insufficient proofreading.
E	63 and lower	Fails to meet the basic requirements of the assignments. Fails to address ideas that are central to the assignment. Inattention to style, correctness, and grammar impact readability.

## Course Expectations and Policies

**Credit Hours and Work Expectations.** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average. What does this look like in practice? For some weeks, you will read as much as 150 pages of literature, in addition to shorter critical readings to provide context and theoretical insight. You will then be expected to participate *every class*. Taking a “back seat” simply will not work for you in this environment. If you are unable to meet these expectations, I recommend that you enroll in a different course. It’s okay to admit to yourself that this is just not the time for a more intensive experience. I would love to welcome you another semester!

**Classroom Respect and Civility.** Students are expected to discuss and study literary works with respect to their peers and instructor. Often, course material will include racist, misogynistic, homophobic, and/or transphobic language. I ask that you to skip over such language and/or substitute it with currently acceptable language (ex: substituting racial epithets or historically obsolete terms for Americans of African descent with the currently preferred term “Black”). At no point will anyone be permitted to reproduce—either out loud or in their writing—any non-affirming ideas or language in this class, including historically obsolete language.

Incidents of bias and other disruptive virtual behavior will be reported to OSU’s [Office of Institutional Equity](#), which may refer the incident to other governing bodies. This behavior will be subject to whatever consequences these governing bodies impose. Bias includes any kind of discriminatory talk or action against an individual or group based on sex, gender identity, race, ethnicity, color, age, religion, sexual orientation, disability, national origin, veteran status, or HIV status. Sexual harassment as defined by [Title IX](#) will not be tolerated.

**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.

**Attendance.** You are allowed two (2) absences, no questions asked. *Each* absence beyond those will lower your final grade by 1/3 of a letter (ex: B to B-). Students who are absent for more than 6 classes will fail the course. University-excused absences (such as religious holidays, away games for athletes, etc.) and absences related to COVID-19 are the *only* absences that do not count toward your allowed absences, and you must provide all relevant documentation to be excused—in other words, apart from these occasions, there are *no excused absences in this class*. In-class assignments (informal writing, worksheets, activities, etc.) cannot be made up if missed. If you are beset with a personal/family emergency or serious illness, please *let me know at your earliest convenience and keep me posted during your period of absence*.

**Participation.** You are expected to have completed each class's assigned readings before class begins on the day the reading is assigned on the syllabus. *You should always bring the assigned readings to class*. Coming to class unprepared will make class participation difficult and detract from your participation grade.

**Leaving Early.** Please do not schedule other obligations (like doctor's appointments or exams for other classes) during our class time. Your other instructors are not able to schedule course meetings or exams that overlap with our course meetings—if they do, please let me know and I will email them on your behalf. To be present and to earn participation points, you must be present and participating for the entire class period, so leaving early is not permitted.

**Late Work.** Please *ask for an extension if you anticipate a scheduling or workload challenge*. Given the flexibility of the course set up, no late work will be accepted without explicit consent (this consent will be given in rare cases, such as serious illness, major accident, mental health emergency). This is to ensure fairness to you—so that you have the accountability to do the work in a way that will make it meaningful—and fairness to your classmates—so that my time is spent preparing excellent experiences for you all and not on managing late submissions.

**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/>.



**Contacting Me.** Reserve email for questions that can be given brief (and therefore prompt) answers. Allow 48 hours for a response during the work week (I do not routinely check my work email after 6:00 p.m. or over the weekend). I cannot respond to drafts of your writing via email; this is the purpose of office conferences, which you should feel free to schedule with me. If my office hours do not work with your schedule, you are encouraged to let me know so we can set an appointment that works for both of us. When coming to an office conference, please be prepared to guide the discussion by directing me to specific issues you would like to focus on. If your query concerns content you missed when you were absent from class, you should contact another student in the course first.

## Student Resources

**Academic Resources.** There are many resources available at OSU for students who would like academic support, including the Writing Center, Dennis Learning Center, and other services. If you find yourself in circumstances that pose a serious challenge to your ability to keep up academically (e.g. ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.

- Writing Center: <http://cstw.osu.edu>
- Dennis Learning Center: <http://dennislearningcenter.osu.edu>
- Student Advocacy: <http://advocacy.osu.edu>
- Additional services: <http://advising.osu.edu/welcome.shtml>
- COVID-19 tools: <https://keeplearning.osu.edu/>

**Student 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**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](https://ccs.osu.edu) or calling [614-292--5766](tel:6142925766). 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:6142925766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Outside resources include the **National Suicide Prevention Hotline (1-800-273-TALK)** and the **Crisis Text Line**, which can help you talk through any kind of crisis, including self-harm, domestic abuse, depression, sexual assault, family and friend problems, substance abuse, grief, and other situations (**text START to 741-741**).

**Other Health and Crisis Services.** Healthcare is available for all students at the Wilce Student Health Center on campus and accepts many insurance plans; it is mostly free for those on OSU student health insurance. If you are ill, they can give you an absence excuse as well as treatment. Same-day weekday appointments are available. After hours and on weekends, there are OSU-run urgent care facilities near campus that accept insurance; see <https://shs.osu.edu/emergencies/after-hours-care/>.

Sexual assault crisis services are available to people of all genders and orientations through the local SARNCO hotline (614-267-7020) and area hospitals. Ongoing support is available through Counseling and Consultation and Wilce Student Health. OSU Hospital, CCS, and SARNCO are confidential. You can also find support and ways to report sexual assault or harassment through the University's Title IX office (<http://titleix.osu.edu>), which does not guarantee confidentiality. Be aware that many other OSU academic and coaching staff are mandatory reporters (required to convey reports of assault to the University) and also cannot guarantee confidentiality. (To be clear, I absolutely will support you and help you get assistance, but you have a right to be aware of OSU's reporting policies.) Choose the support system that is right for you. **Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.**

### **Your Right to Protection from Harassment, Discrimination, or Sexual Misconduct.**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also



have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

***Please do not hesitate to reach out if you are struggling and need help finding assistance.***

## Course Schedule

**Reading Our Schedule.** Readings must be complete by the beginning of class on the date they are assigned. CARMEN readings must be printed and brought to class.

I reserve the right to change our schedule if necessary. In such cases, I will make a Carmen announcement and upload a revised syllabus.

SCHEDULE OF ASSIGNMENTS		
WEEK	DATE	READINGS/ACTIVITIES
Introduction to Course Concepts and Contexts		
Week 1	8/23	Introduction to Course Objectives, Expectations, Structure, and Major Assignments In Class: <ul style="list-style-type: none"> <li>Read Jacqueline A. Blackwell, "African-American Literature and 'Post-Racial' America. Or, You Know, Not" (CARMEN)</li> </ul>
	8/25	Toni Morrison, <i>Playing in the Dark</i> (Preface and Part I) Excerpts from Willa Cather, <i>Sapphira and the Slave Girl</i> (CARMEN)
Week 2	8/30	Toni Morrison, <i>Playing in the Dark</i> (Part II) Excerpts from Edgar Allan Poe, <i>Narrative of the Life of Arthur Gordon Pym</i> (CARMEN) In Class: Assign Mini-Presentation Groups and Dates
	9/1	Toni Morrison, <i>Playing in the Dark</i> (Part III) Excerpts from Ernest Hemingway, <i>To Have and Have Not</i> (CARMEN)
Black-American Literature		
Week 3	9/6	Claudia Rankine, <i>Citizen: An American Lyric</i> (ch. 1-2) The Combahee River Collective Statement (CARMEN) <b>Discussion Post #1 Due</b>
	9/8	Claudia Rankine, <i>Citizen: An American Lyric</i> (ch. 3-4) Audre Lorde, "The Transformation of Silence into Language and Action" (CARMEN) <b>Response Paper #1 Due</b> <ul style="list-style-type: none"> <li><b>Prompt:</b> How does Lorde characterize silence and its stakes? What is transformative about breaking it? What are the risks of being silent for minoritized groups—and what are the risks of breaking silence? What kinds of silences appear in <i>Citizen</i> and how do they enrich Lorde's argument?</li> </ul> In Class: Stream portions of E. Patrick Johnson, <i>Making Sweet Tea</i>
Week 4	9/13	Claudia Rankine, <i>Citizen: An American Lyric</i> (ch. 5-6) Audre Lorde, "Poetry is Not a Luxury" (CARMEN) <b>Discussion Post #2 Due</b>



	9/15	<p>Claudia Rankine, <i>Citizen: An American Lyric</i> (ch. 7)          Barbara Smith, "Toward a Black Feminist Literary Criticism" (CARMEN)  <b>Response Paper #2 Due</b></p> <ul style="list-style-type: none"> <li>• <b>Prompt:</b> Smith shows how a Black feminist critical perspective allows us to rethink social relationships as something other than normatively patriarchal and/or heterosexual. How do Smith's readings help us better understand various peoples' positionalities <i>Citizen</i>? What kinds of social relationships does the text model for its audience?</li> </ul>
<b>Jewish-American Literature</b>		
Week 5	9/20	<p>Philip Roth, "Goodbye, Columbus"          Pew Research Center, "<a href="#">Race, Ethnicity, Heritage and Immigration among U.S. Jews</a>"  <b>Discussion Post #3 Due</b></p>
	9/22	<p>Philip Roth, "The Conversion of the Jews" and "Defender of the Faith"  <b>Response Paper #3 Due</b></p> <ul style="list-style-type: none"> <li>• <b>Prompt:</b> What does Roth want readers to think about the relation of individual freedom to binding authority? How does Ozzie Freedman—Roth's youngest protagonist—add a generational angle to this religious question?</li> </ul>
Week 6	9/27	<p>Philip Roth, "Epstein" and "You Can't Tell a Man by the Song He Sings"          Martha McGregor, "The NBA Winner Talks Back"  <b>Discussion Post #4 Due</b></p>
	9/29	<p>Philip Roth, "Eli the Fanatic"  <b>Response Paper #4 Due</b></p> <ul style="list-style-type: none"> <li>• <b>Prompt:</b> How does "Eli, the Fanatic" depict the politics of assimilation? How do characters in this story regard Jewish ancestry? Why have some attempted to forget and what does Roth think they need to remember?</li> </ul>
<b>Asian-American Literature</b>		
Week 7	10/4	<p>Viet Thanh Nguyen, <i>The Refugees</i>:</p> <ul style="list-style-type: none"> <li>• "Black Eyed Women"</li> <li>• "The Other Man"</li> <li>• "War Years"</li> <li>• "The Transplant"</li> </ul> <p><a href="#">"Born in Vietnam but Made in America": The Story of a Pulitzer Prize Winning Vietnamese Refugee</a></p> <p><b>Discussion Post #5 Due</b>          In Class: Generate Exam Content</p>
	10/6	<p>Viet Thanh Nguyen, <i>The Refugees</i>:</p> <ul style="list-style-type: none"> <li>• "I'd Love You to Want Me"</li> <li>• "The Americans"</li> <li>• "Someone Else Besides You"</li> <li>• "Fatherland"</li> </ul> <p><b>Response Paper #5 Due</b></p> <ul style="list-style-type: none"> <li>• <b>Prompt:</b> Consider how Nguyen describes violence and war-time experience, and their long-lasting effects, first in "Black-Eyed Women" and then in "The Americans." What cultural differences, similarities, is Nguyen working to make legible? Trace these themes through other stories from <i>The Refugees</i>.</li> </ul>

Week 8	10/11	<b>Midterm Exam</b>
	10/13	<b>No Class – Happy Autumn Break</b>
<b>Latin-American Literature</b>		
Week 9	10/18	Junot Díaz, <i>The Brief Wondrous Life of Oscar Wao</i> (pp. 1-49) Excerpt from Lauren Derby, <i>The Dictator's Seduction: Politics and the Popular Imagination in the Era of Trujillo</i> (CARMEN) <b>Discussion Post #6 Due</b>
	10/19	Junot Díaz, <i>The Brief Wondrous Life of Oscar Wao</i> (pp. 50-118) <b>Response Paper #6 Due</b> <ul style="list-style-type: none"> <li>• <u>Prompt</u>: Much of today's reading focuses on the experiences of women of color. How does the novel represent their experiences? What racial, gender, or sexual discourses do they face and how do they protect and enact their agency?</li> </ul>
Week 10	10/25	Junot Díaz, <i>The Brief Wondrous Life of Oscar Wao</i> (pp. 119-165) Benjamin Bailey, "Language and Negotiation of Ethnic/Racial Identity among Dominican Americans" (CARMEN) <b>Discussion Post #7 Due</b>
	10/27	Junot Díaz, <i>The Brief Wondrous Life of Oscar Wao</i> (pp. 167-201) <b>Response Paper #7 Due</b> <ul style="list-style-type: none"> <li>• <u>Prompt</u>: Compare the novel's representations of masculinity as they pertain to Junior and to Oscar. How are they similar and/or different? In the novel, how are ideas about masculinity tied up with ideas about Dominican identity?</li> </ul>
Week 11	11/1	Junot Díaz, <i>The Brief Wondrous Life of Oscar Wao</i> (pp. 204-261) Monica Hanna, "Reassembling the Fragments: Battling Historiography, Caribbean Discourse, and Nerd Genres in Junot Díaz's <i>The Brief Wondrous Life of Oscar Wao</i> " <b>Discussion Post #8 Due</b>
	11/3	Junot Díaz, <i>The Brief Wondrous Life of Oscar Wao</i> (pp. 263-307) José David Saldívar, "Conjectures on "Americanity" and Junot Díaz's "Fukú Americanus" in <i>The Brief Wondrous Life of Oscar Wao</i> " <b>Response Paper #8 Due</b> <ul style="list-style-type: none"> <li>• <u>Prompt</u>: Consider Oscar's experiences in the Dominican Republic. In what ways does he belong and in what ways does he experience alienation? How does this compare to his life in the United States? How does the ending factor into your argument?</li> </ul>
Week 12	11/8	Junot Díaz, <i>The Brief Wondrous Life of Oscar Wao</i> (pp. 263-335) José David Saldívar, "Conjectures on "Americanity" and Junot Díaz's "Fukú Americanus" in <i>The Brief Wondrous Life of Oscar Wao</i> " <b>Discussion Post #9 Due</b>
	11/10	<b>No Class – Happy Veterans Day</b>
<b>Indigenous-American Literature</b>		
Week 13	11/15	N. Scott Momaday, <i>House Made of Dawn</i> (Part I and II) N. Scott Momaday, " <a href="#">Academy Class of 1993, Full Interview</a> " <b>Discussion Post #10 Due</b>



	11/17	N. Scott Momaday, <i>House Made of Dawn</i> (Part III and IV) <b>Response Paper #9 Due</b> <ul style="list-style-type: none"> <li>• <u>Prompt</u>: Across the novel, how does Mamaday represent modern, industrial America? How does he represent indigenous traditions? How do tensions between these forces pull Abel apart?</li> </ul>
Week 14	11/22	<b>No Class – Happy Thanksgiving Break</b>
	11/24	<b>No Class – Happy Indigenous Peoples’ Day</b>
<b>Arab-American Literature</b>		
Week 15	11/29	Laila Lalami, <i>Conditional Citizens: On Belonging in America</i> (pp. 3-92) Gallup, “ <a href="#">Islamaphobia: Understanding Anti-Muslim Sentiment in the West</a> ” <b>Discussion Post #11 Due</b>
	12/1	Laila Lalami, <i>Conditional Citizens: On Belonging in America</i> (pp. 93-159) <b>Response Paper #10 Due</b> <ul style="list-style-type: none"> <li>• <u>Prompt</u>: How does Lalami’s story represent white supremacy and patriarchy? Is legislation a productive tool for dismantling such systems of oppression? Why/why not? Cite a passage in your response.</li> </ul>
Week 16	12/6	Laila Lalami, <i>Conditional Citizens: On Belonging in America</i> (pp. 160-168) In Class: Generate Final Exam Content <b>Close-Reading Journal Due</b>
Exam Period	TBD	<b>Final Exam in our normal classroom, time TBD</b>

# 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](mailto: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)