

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?)

Include course in Race, Ethnicity, and Gender Diversity foundation of new GE.

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

Respond to new GE.

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

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

n/a

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2320
Course Title	Sociology of Education
Transcript Abbreviation	Soc of Education
Course Description	Explore how schools shape racial, ethnic, gender, and social class inequalities.
<i>Previous Value</i>	<i>Current social trends as they affect education; backgrounds of school children, social status of teachers, role of power and bureaucracy.</i>
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 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

Exclusions

Previous Value

Not open to students with credit for 320.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.1101

Subsidy Level

General Studies Course

Intended Rank

Sophomore

Requirement/Elective Designation

General Education course:

Human, Natural, and Economic Resources; Social and Behavioral Sciences; Race, Ethnicity and Gender Diversity

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

Previous Value

General Education course:

Human, Natural, and Economic Resources; Social and Behavioral Sciences

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

Course Details

Course goals or learning objectives/outcomes

- Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
- Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
- Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

Content Topic List

- Inequalities in racial/ethnic, gender, and social class educational outcomes
- Education equality
- Student diversity
- Multicultural and multilingual education
- School choice and charter schools
- Homeschooling
- Government and funding
- Teaching profession
- Unions
- Textbooks and curriculum
- Legal issues

Previous Value

- *History of public education*
- *Education equality*
- *Student diversity*
- *Multicultural and multilingual education*
- *School choice and charter schools*
- *Homeschooling*
- *Government and funding*
- *Teaching profession*
- *Unions*
- *Textbooks and curriculum*
- *Legal issues*

Sought Concurrence

No

Previous Value

Attachments

- Sociology 2330_ge-foundations-submission.pdf
(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)
- Sociology 2320 for REGD 11.6.23.docx
(Syllabus. Owner: Downey, Douglas B)
- Sociology 2320 cover letter.pdf
(Cover Letter. Owner: Downey, Douglas B)

Comments

- The cover letter explains how we have responded to the committees' contingencies and recommendations. *(by Downey, Douglas B on 11/06/2023 09:58 AM)*
- Please see feedback email sent to department 10-18-2023 RLS *(by Steele, Rachel Lea on 10/18/2023 04:09 PM)*

COURSE CHANGE REQUEST
2320 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/06/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	08/07/2023 10:38 AM	Submitted for Approval
Approved	Downey, Douglas B	08/07/2023 10:38 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/24/2023 04:25 PM	College Approval
Revision Requested	Steele, Rachel Lea	10/18/2023 04:09 PM	ASCCAO Approval
Submitted	Downey, Douglas B	11/06/2023 09:58 AM	Submitted for Approval
Approved	Downey, Douglas B	11/06/2023 09:59 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/06/2023 11:16 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/06/2023 11:17 AM	ASCCAO Approval



Department of Sociology

College of Social and Behavioral Sciences
238 Townshend Hall
1885 Neil Ave. Mall
Columbus, OH 43210

Phone (614) 292-6681
Fax (614) 292-6687
<http://sociology.osu.edu>

November 6, 2023

Dear Race, Ethnicity, and Gender Diversity Subcommittee,

Thank you for your feedback regarding Sociology 2320. We have made the following changes.

1. We modified the description on curriculum.osu.edu "General Information" so that it mentions race, gender, and ethnicity. We also modified the "Content Topic List in a similar way. Finally, we rewrote the course description on the syllabus to highlight the intersectional study of REGD.
2. We modified the course to increase material related to ethnicity. Specifically, we changed the section of the course entitled "A History of U.S. Schools: Consequences for Race," to "A History of U.S. Schools: Consequences for Race/Ethnicity". We then replaced two race-based readings with two that focus on ethnicity and its distinction from race.

Dustmann, Christian, Stephen Machin, and Uta Schonberg. 2010. "Ethnicity and Educational Achievement in Compulsory Schooling" *The Economic Journal* 120(546):F272-F297.

Driessen, Geert W.J. M. 2001. "Ethnicity, Forms of Capital, and Educational Achievement" *International Journal of Education* 47:513-538.

3. We have provided clearer GEL and GEN labels. We also include the following statement to clarify that the course does not fulfill both GEN categories simultaneously: "This course fulfills either the Race, Ethnicity, and Gender Diversity Foundation OR the Social and Behavioral Sciences Foundation. It also fulfills the Human, Natural, and Economic Resources (legacy GE)."
4. We included the statement regarding religious accommodations.
5. We rewrote the explanation for how the course meets GEN and GEL goals by constructing three smaller paragraphs specific to each set of Goals and ELOs.
6. We replaced the old Student Life Disability statement with the new one.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas B. Downey". The signature is written in a cursive style with a long, sweeping horizontal line extending to the right.

Douglas B. Downey
Professor of Sociology



Instructor: To be determined

Class Meetings:

Classroom:

Office Hours:

Office:

Phone:

Email:

Introduction to the Course

How do schools influence racial/ethnic, gender, and social class inequality and their intersections? Are they the “Great Equalizer,” providing the disadvantaged with an opportunity for advancement, or are schools an institution that mostly reproduces inequality? This big-picture question requires a broad lens, a sociological perspective. We first explore the literature that is critical of schools—these scholars contend that schools play an important role reproducing or even exacerbating existing inequality. We then counter that with a growing literature positing that schools have little influence on inequality or may even play a role reducing it. The debate is significant because it has implications for the kinds of policies that would reduce racial, ethnic, socioeconomic, and gender gaps (and their intersections) in life opportunities. Finally, we consider political issues that shape the view of school reform as a more legitimate policy arena for reducing inequality than broader social reform.

GENERAL EDUCATION—This course fulfills either the Race, Ethnicity, and Gender Diversity Foundation OR the Social and Behavioral Sciences Foundation. It also fulfills the Human, Natural, and Economic Resources (legacy GE).

RACE, ETHNICITY AND GENDER DIVERSITY (GEN)

Goals:

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

Expected Learning Outcomes: Successful students are able to:

1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

1.2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.

2.1. Demonstrate critical self-reflection and critique of their social positions and identities.

2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

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

Sociology 2320 fulfills these goals in several ways. The course puts heavy emphasis on the distribution of educational opportunity along racial, gender, and socioeconomic dimensions and their intersections. Students first develop an historical understanding of the education system in the U.S., and how it has restricted opportunity along the lines of race, gender, and social class. In addition, they learn a wide range of factual information regarding race, gender, and socioeconomic gaps in educational outcomes, along with how education patterns are changing (or not).

SOCIAL AND BEHAVIORAL SCIENCES (GEN) (may not be used to fulfill both Social and Behavioral Sciences and Race, Ethnicity, and Gender Diversity Foundations)

Goals:

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

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

Expected Learning Outcomes: Successful students are able to:

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

1.2. Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.

2.1. Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.

2.2. Evaluate social and ethical implications of social scientific and behavioral research.

2.3. Critically evaluate and responsibly use information from the social and behavioral sciences.

Students are introduced to various theories about the role of school in the stratification system, and the role it may play in reproducing or disrupting current power structures along racial, gender, and social class dimensions. They are introduced to the strengths and weaknesses of various social science methods of collecting school-related data. They consider the ethical implications of various school and broader social policies.

HUMAN, NATURAL, AND ECONOMIC RESOURCES (GEL)

Goals

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.

2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.

3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

This course meets these goals by applying the social scientific method to schools. Students read material that depends on data collected via surveys and ethnographic studies. They grapple with defining concepts and operationalizing variables. They consider both how school policies matter and how broader social policies shape school outcomes.

Readings:

Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap by Richard Rothstein

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

Other articles are available via the course website on CARMEN.

Requirements:

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

Exams: The exams will consist of essay questions drawn from a study guide handed out one week prior to the exam date. Students will write essays on two of the study guide questions on test day. A portion of each exam will test students' ability to describe and evaluate the social positions and representations of categories including race, gender, and social class.

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

Group exercises: As mentioned above, each student will be part of a 4-6 person group for the entire semester. Individuals will participate in these groups on a weekly basis. Part of why I use these groups is to provide a space where students can reflect on their social position, to understand how perceptions of difference shape their own beliefs, and to describe how race, gender, and social class shape the lives of their fellow classmates. Students may miss one group exercise but may be penalized 25 points for each additional absence.

Reflective Essays: Students will write three 1,000 word reflective essays. Essay prompts are the following: (1) What historical features of the U.S education system shaped educational outcomes across race, gender, and social class? (2) Describe the distribution of educational achievement across race, gender, and social class. What are current features of the education system that influence these patterns? (3) Consider your own race, gender, and social class (and their intersections). How have they shaped your experience with schooling?

Attendance: As part of my partnership philosophy, I expect students to make a significant contribution to *other* students' learning via class discussion and small group exercises. As a result, I encourage students to attend all class sessions. Students who consistently miss class and do not e-mail me beforehand will be penalized 25 points/class.

Grading:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Quizzes	200 points
Group Exercises	200 points
Reflective Essays (3@100)	300 points
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Total	1,000 points

A 930-1000 points
A- 900- 929
B+ 870-899
B 830-869

C 730-769
C- 700-729
D+ 670-699
D 630-669

B- 800-829
C+ 770-799

E 599 or below

Schedule

Date	Lecture Topics and Readings
Aug. 23	Introduction to course

SECTION 1: Theories of Schools and Society

Aug. 25	<p style="text-align: center;">Theories of Schools and Society</p> <p>Collins, Randall. 1971. "Functional and Conflict Theories of Educational Stratification." <i>American Sociological Review</i> 36(6):1002–19.</p> <p>Baker, David P. 2011. "Forward and backward, horizontal and vertical: Transformation of occupational credentialing in the schooled society." <i>Research in Social Stratification and Mobility</i> 29.1 (2011): 5-29.</p>
Aug. 30	<p style="text-align: center;">Theories of Schools and Society</p> <p>Weber, Max. 2001. "The Rationalization of Education and Training." Pp. 150–52 in <i>Social Stratification: Class, Race, & Gender in Sociological Perspective</i>, edited by D. B. Grusky.</p> <p>Baker, David P. 2014. "Introduction: A Quiet Revolution," Chapter 1 in <i>The Schooled Society: The Educational Transformation of Global Culture</i>. Stanford, California: Stanford University Press.</p>
Sept. 1	<p style="text-align: center;">Critical Theories of Schools</p> <p><i>Bowles, S., & Gintis, H. (2002). Schooling in Capitalist America Revisited. . Sociology of Education. Jan2002, 75(1), 1-18.</i></p> <p>Nurse, Matthew S., and Will J. Grant. 2020. "I'll See It When I Believe It: Motivated Numeracy in Perceptions of Climate Change Risk." <i>Environmental Communication</i> 14(2):184–201.</p>
Sept. 6	<p style="text-align: center;">Critical Theories of Schools</p> <p>Brown, David K. 2001. "The Social Sources of Educational Credentialism: Status Cultures, Labor Markets, and Organizations." <i>Sociology of Education</i> 74:19–34.</p>

	Calarco, Jessica McCrory. 2020. "Avoiding Us versus Them: How Schools' Dependence on Privileged 'Helicopter' Parents Influences Enforcement of Rule." <i>American Sociological Review</i> 85(2):223–46.
Sept. 8	Compensationist Theories Alexander, Karl L. 1997. "Public Schools and the Public Good." <i>Social Forces</i> 76(1):1–30. Kingston, Paul W. 2001. "The Unfulfilled Promise of Cultural Capital Theory." <i>Sociology of Education</i> Extra Issu:88–99.
Sept. 13	Compensationist Theories <i>How Schools Really Matter (Chapter 1-4) pp 1-64</i>
Sept. 15	Compensationist Theories <i>How Schools Really Matter (Chapter 5-8) pp 65-125</i> von Hippel, Paul T., Brian Powell, Douglas B. Downey, and Nicholas J. Rowland. 2007. "The Effect of School on Overweight in Childhood: Gain in Body Mass Index during the School Year and during Summer Vacation." <i>American Journal of Public Health</i> 97(4):696–70
Sept. 20	Studying School from a Social Scientific Perspective Pager, D. (2003). The Mark of a Criminal Record. <i>The American Journal of Sociology</i> , 108(5), 937–975. Watch the video "Tuskegee Experiment: The Infamous Syphilis Study" The History Channel (link on Carmen)
Sept. 22	Exam 1

SECTION 2: The History of Schools in the U.S

Sept. 27	A History of U.S. Schools: Consequences for Race and Ethnicity Dustmann, Christian, Stephen Machin, and Uta Schonberg. 2010. "Ethnicity and Educational Achievement in Compulsory Schooling" <i>The Economic Journal</i> 120(546):F272-F297. Ogbu, John U. 1991. "Minority Responses and School Experiences." <i>Journal Psychobistory</i> 18:433–56. Reardon, Sean F., and Ann Owens. 2014. "60 Years After <i>Brown</i> : Trends and Consequences of School Segregation." <i>Annual Review of Sociology</i> 40(1):199–218.
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Sept. 29	<p style="text-align: center;">A History of U.S. Schools: Consequences for Race and Ethnicity</p> <p>View “Race: The Power of an Illusion” Parts 1-3 (Available on Carmen)</p> <p>Driessen, Geert W.J. M. 2001. “Ethnicity, Forms of Capital, and Educational Achievement” <i>International Journal of Education</i> 47:513-538.</p> <p>Haskins, Anna R. 2017. “Paternal Incarceration and Children’s Schooling Contexts: Intersecting Inequalities of Educational Opportunity.” <i>The ANNALS of the American Academy of Political and Social Science</i> 674(1):134–62.</p>
Oct. 4	<p style="text-align: center;">A History of U.S. Schools: Consequences for Social Class</p> <p>Shores, Kenneth, and Simon Ejdeymyr. 2017. <i>Do School Districts Spend Less Money on Poor and Minority Students? Pp. 1-14.</i></p> <p>Lamont, M., & Lareau, A. (1988). Cultural Capital: Allusions, Gaps and Glissandos in Recent Theoretical Developments. <i>Sociological Theory</i>, 6(2), 153–168. https://doi.org/10.2307/202113</p>
Oct. 6	<p style="text-align: center;">A History of U.S. Schools: Consequences for Social Class</p> <p>Reardon, Sean F. 2011. “The Widening Academic Achievement Gap between the Rich and the Poor: New Evidence and Possible Explanations.” Pp. 91-115 in <i>Whither Opportunity? Rising Inequality, Schools, and Children’s Life Chances</i> edited by Greg J. Duncan and Richard J. Murnane. New York: Russell Sage Foundation.</p> <p>Slavin, Robert E. 1990. “Achievement Effects of Ability Grouping in Secondary Schools: A Best-Evidence Synthesis.” <i>Review of Educational Research</i> 60(3):471–99.</p>
Oct. 11	<p style="text-align: center;">A History of U.S. Schools: Consequences for Gender</p> <p>Buchmann, C., DiPrete, T. A., & McDaniel, A. (2008). Gender Inequalities in Education. <i>Annual Review of Sociology</i>, 34(1), 319–337. https://doi.org/10.1146/annurev.soc.34.040507.134719</p> <p>McDaniel, A., DiPrete, T. A., Buchmann, C., & Shwed, U. (2011). The Black Gender Gap in Educational Attainment: Historical</p>

	Trends and Racial Comparisons. <i>Demography</i> , 48(3), 889–914.
Oct. 18	<p style="text-align: center;">A History of U.S. Schools: Consequences for Gender</p> <p>Levitt, Heidi M. 2019. “Toward a Theory of Gender Applications of a Functionalist Theory of Gender: A Response to Reflections and a Research Agenda.” <i>Psychology of Women Quarterly</i>.</p>
Oct. 20	<p style="text-align: center;">A History of U.S. Schools: Consequences for Race, Gender, Social Class and their Intersections</p> <p>Rivera, Lauren. 2011. “Ivies, Extracurriculars, and Exclusion: Elite Employers' Use of Educational Credentials.” <i>Research in Social Stratification and Mobility</i> 29: 71-90.</p>
Oct. 25	<p style="text-align: center;">A History of U.S. Schools: Consequences for Race, Gender, Social Class and their Intersections</p> <p>Farkas, George, Robert P. Grobe, Daniel Sheehan, and Yuan Shuan. 1990. “Cultural Resources and School Success: Gender, Ethnicity, and Poverty Groups within an Urban School District.” <i>American Sociological Review</i> 55(1):127–42.</p>
Oct. 27	Test 2

SECTION 3: Contemporary Schools

Nov. 1	<p style="text-align: center;">Contemporary Schools: Consequences for Race</p> <p>Fordham, Signithia, and John U. Ogbu. 1986. “Black Students’, School Success: Coping With the ‘Burden of “Acting White”’.” <i>Urban Review</i> 18(3):176–206.</p> <p>Downey, Douglas B. 2008. “Black/White Differences in School Performance: The Oppositional Culture Explanation.” <i>Annual Review of Sociology</i> 34:107-126.</p>
Nov. 3	<p style="text-align: center;">Contemporary Schools: Consequences for Race</p> <p>Taylor Branch, “The Shame of College Sports” (Available on Canvas Content tab). Pp. 1-44</p> <p>Dobbie, Will, and Roland G. Fryer. 2011. “Are High-Quality Schools Enough to Increase Achievement Among the Poor? Evidence from the Harlem Children’s Zone.” <i>American Economic Journal: Applied Economics</i> 3(3):158–87.</p>

Nov. 8	<p style="text-align: center;">Contemporary Schools: Consequences for Social Class</p> <p>Gracey, Harry “Learning the Student Role: Kindergarten as Academic Boot Camp” Pp. 1-17.</p> <p>Lareau, Annette. 2002. “Invisible Inequality: Social Class and Childrearing in Black Families and White Families.” <i>American Sociological Review</i> 67(5):747–76.</p>
Nov. 10	<p style="text-align: center;">Contemporary Schools: Consequences for Social Class</p> <p>Oakes, Jeannie. 1986. “Keeping Track, Part 1: The Policy and Practice of Curriculum Inequality.” <i>The Phi Delta Kappan</i> 68(1):12–17.</p> <p>Merry, Joseph J. 2013. “Tracing the U.S. Deficit in PISA Reading Skills to Early Childhood: Evidence from the United States and Canada.” <i>Sociology of Education</i> 86(3):234–52.</p> <p><i>Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap</i>. Pp. 77-102.</p>
Nov. 15	<p style="text-align: center;">Contemporary Schools: Consequences for Gender</p> <p>Mickelson, Roslyn Arlin. 1989. “Why Does Jane Read and Write So Well? The Anomaly of Women’s Achievement.” <i>Sociology of Education</i> 62(1):47–63.</p>
Nov. 17	<p style="text-align: center;">Contemporary Schools: Consequences for Gender</p> <p>Quadlin, Natasha. 2018. “The Mark of a Woman’s Record: Gender and Academic Performance in Hiring.” <i>American Sociological Review</i> 83(2):331–60.</p>
Nov. 22	<p style="text-align: center;">Contemporary Schools: Consequences for the intersection of Race, Social Class, and Gender</p> <p>Harris, Angela, and Zeus Leonardo. 2018. “Intersectionality, Race-Gender Subordination, and Education.” <i>Review of Research in Education</i> 42(1):1–27.</p>
Nov. 29	<p style="text-align: center;">Contemporary Schools: Consequences for Race, Social Class, and Gender</p> <p>Evans-Winters, Venus E. 2021. “Race and Gender Intersectionality and Education” <i>Education</i>. Pp. 1-27.</p>
Dec. 1	Course Wrap Up
Monday Dec. 12 Noon-	Test #3

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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

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

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

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

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health

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

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of

1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

GE Foundation Courses

Overview

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

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

Accessibility

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

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

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

A. Foundations

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

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

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

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

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

Course Subject & Number: _____

A. Foundations

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

B. Specific Goals of Writing and Information Literacy

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

A. Foundations

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

B. Specific Goals

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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

Course Subject & Number: _____

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

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

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

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)