

Term Information

Effective Term Spring 2024

Course Change Information

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

Addition of REGD

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

The course has been updated to reflect the ELOs for the REGD foundation

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)?

Increased enrollment, particularly among students who are seeking REGD courses

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	2323
Course Title	Introduction to American Indian Studies
Transcript Abbreviation	Intr AmerIndian St
Course Description	This course explores the legal, cultural, historic, and political foundations, experiences, and perspectives and futures of American Indians in the U.S., with an emphasis on race, ethnicity, and gender diversity.
Previous Value	Explores the legal, cultural, historic, and political foundations, experiences, and perspectives and futures of American Indians in the U.S.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110.XX, or GE foundation writing and info literacy course; or permission of instructor.

Exclusions

Not open to students with credit for EthnStd 2323.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Cross-listed with EthnStd.

Subject/CIP Code

Subject/CIP Code

05.0202

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

General Education course:

Culture and Ideas; Social Diversity in the United States; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

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

Previous Value

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

General Education course:

Culture and Ideas; Social Diversity in the United States; Historical and Cultural Studies

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

- Learn about American Indian history, society, and culture
- Appreciate American Indian value and belief systems
- Understand stereotyping and discriminatory practices regarding Indian populations

Content Topic List

- American Indian Studies
- Cultural Studies
- Ethnic Studies
- American Indian history
- American Indian culture
- Community
- Relationship to land
- U.S. Indian policy
- Cultural heritage
- Tribal sovereignty
- Indian languages
- Indian education
- Stereotyping

Sought Concurrence
Previous Value

No
Yes

Attachments

- COMPSTD 2323_ge-foundations-submission.pdf: REGD foundation rationale
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)
- CS2323_2024_Revised_Romero.pdf: revised syllabus
(Syllabus. Owner: Arceno, Mark Anthony)

Comments

- Sent back at Mark Anthony's request. *(by Vankeerbergen, Bernadette Chantal on 10/23/2023 05:40 PM)*
- Please see feedback email sent to department 10-18-2023 RLS *(by Steele, Rachel Lea on 10/18/2023 04:08 PM)*
- Ethnic Studies will be submitting a mirrored version of this course change request. *(by Arceno, Mark Anthony on 09/11/2023 02:32 PM)*

COURSE CHANGE REQUEST
2323 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/29/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	09/11/2023 02:32 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	09/11/2023 03:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/22/2023 08:37 AM	College Approval
Revision Requested	Steele, Rachel Lea	10/18/2023 04:08 PM	ASCCAO Approval
Submitted	Arceno, Mark Anthony	10/23/2023 12:29 PM	Submitted for Approval
Approved	Shank, Barry	10/23/2023 01:00 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/23/2023 05:40 PM	College Approval
Submitted	Arceno, Mark Anthony	10/24/2023 09:42 AM	Submitted for Approval
Approved	Armstrong, Philip Alexander	10/24/2023 09:42 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/29/2023 10:12 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/29/2023 10:12 AM	ASCCAO Approval

Comparative Studies 2323 | Spring 2024
Introduction to American Indian Studies (3 credits)
Tu/Th 11:30-12:30 p.m. Mendenhall 125

Course Instructor: fabian romero

Email: romero.224@osu.edu

Office Hours: Thursdays from 4 p.m. and by appointment via Zoom (email to schedule)

Course Description

This course is grounded in interdisciplinary engagement with Native scholars and the collective goals of Native/Indigenous wellness, political self-determination, and cultural revitalization. This course interrogates the challenges that Native peoples face from ongoing settler colonialism within what is now the United States, without ever losing sight of Native agency and persistence. This course will center Indigenous feminist scholarship and look at Indigeneity transnationally by incorporating Central American scholarship and research. Topics will include white supremacy, environmental degradation, individual and community resistance, anti-colonial liberation, and embodied ways of knowing and learning. We will also explore the gender, class, race, ethnic, and sexual differences of American Indian and Indigenous peoples of the Americas.

Core Values

- Social justice: understanding how knowledge is influenced by and contributes to power inequalities, understanding one's position in the world, and using this knowledge to challenge existing power inequalities in the classroom and beyond.
- Collaborative learning: working together through group discussions to ensure that no one falls through the cracks; students actively share knowledge with each other and beyond.
- Diversifying knowledge: exploring a wide range of knowledge producers through assigned materials and guest lectures.

General Education Information

GEN Historical and Cultural Studies

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

Expected Learning Outcomes:

- Analyze and interpret selected major forms of human thought, culture, ideas, or expression.
- 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.
- 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.
- Evaluate social and ethical implications in cultural studies.

GEN Race, Ethnicity and Gender Foundation

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 Outcomes:

- Successful students can describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- Successful students can 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.
- Successful students can analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- Successful students can 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 Outcomes:

- Successful students can demonstrate critical self-reflection and critique of their social positions and identities.
- Successful students can recognize how perceptions of difference shape one's own attitudes, beliefs, or behavior.
- Successful students can describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

GEL Social Diversity in the United States

Goal: 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:

- 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.
- Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

GEL Cultures and Ideas

Goal: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

The course satisfies these outcomes through a weekly discussion pertaining to historical and theoretical frameworks of race that exclude and include American Indian and Indigenous people, the differences between race theory and ethnicity as well as gender diversity within Indigenous nations and tribes before contact and contemporarily. By reading historical and theoretical works by Native American and Indigenous scholars, students are invited to reflect on living in a settler society and their position within the structures and institutions that reproduce settler colonialism. A guiding principle in 2323 is that contemporary power structures have roots in conquest that continue to advantage and disadvantage people based on race, ethnicity, and gender. This foundational understanding prepares students to notice and analyze contemporary issues to better understand the world around them and their lives more generally. Throughout the course, in-class activities and discussions will broaden students' skills in discussing topics taken up by the Native American and Indigenous scholars read in class such as white supremacy, heteronormativity, gender violence, representation, and resistance. This course is particularly invested in deepening students' knowledge about Native American and Indigenous agency throughout history and in contemporary times. This is important because teachings on race, ethnicity and gender difference is often understood because of traumas and horrific events rather than the survivance, persistence, and resistance of othered peoples. Lastly, students are trained to consider their position and power as a researcher and writer. They apply this during the Positionality Statement/Self Reflection paper assignment. This assignment requires students to apply these skills by considering their relationship to the institutions of power discussed in the course as well as their relationship to land and the Native American and Indigenous people of the land they understand as home.

Discussion protocol

- To foster a caring learning environment, take responsibility for your words and refrain from hypotheticals or playing devil's advocate.
- A caring learning environment includes challenging harmful ideas.
- We will be discussing difficult topics during a difficult time. Please be compassionate and generous with each other.
- Give feedback that advances conversations- ask questions, provide context to your comment, and assume that we all come from different educational and social backgrounds when communicating.
- If you are falling behind on your work, please email me as soon as possible.

- University policies on academic honesty apply to all work done in this class. Cite your sources. Please review the Academic Misconduct and Plagiarism page on the OSU website. <https://u.osu.edu/cononlinecoursefaq/academic-misconduct-and-plagiarism/>

Course Requirements:

Participation	20%
Quizzes	10%
Final Project Proposal	20%
Positionality Statement/Self Reflection Paper	20%
Final Research Project	30%

****NOTE: This syllabus is subject to change, and I will provide notice concerning any revisions or additions.***

Participation

Come to class prepared to discuss the readings in small groups. I prioritize and expect contributions to class discussions in small groups and participation in class activities. Participation means adhering to the Discussion Protocol to foster a caring learning environment. If contributing to class discussions is difficult, my office hours are open and will count towards participation. Disruptive behavior, such as regular tardiness and absences without prior notification, texting, shopping, sleeping, etc., will be deducted from participating points.

Quizzes

There will be two quizzes in the semester. They will consist of one to two open ended questions on topics discussed in class and from readings. They are scheduled at the following dates: Thursday, February 29, and Thursday, March 7. Quizzes can be made up during office hours. Please contact me to discuss testing accommodations.

Short Proposal for Final Project

Submit a short proposal (90 – 150 words) for the final paper. Creative projects are welcome, although I will not accept any form of a collage. Some creative projects include a photo essay chronicling a student’s journey learning to sew from an elder, a short film chronicling the 2017 Women’s March, a painting, and a recorded PowerPoint presentation narrated with a student’s family history, choreography, music, and zines. This proposal will describe the topic of your proposed project, how the topic is relevant to the course content, and the research you will conduct to select content for the paper. Include a bibliography with at least two in-class and one outside academic source you may use for your research.

This proposal is due Friday, February 16 by 11:59 pm

Positionality Statement/Self Reflection paper

Students will write one synthesis paper in which they relate their relationship to multiple concepts discussed in the course. This informal essay will still require a minimum of three citations from class sources. **Due Friday, March 8 by 11:59 pm on Carmen**

Final Project

Each student will produce a five-seven-page essay or a creative project with an artist statement or written component. All Final Projects require a well-cited written component regardless of medium. If this is a creative endeavor, we will agree ahead of your final about the length of this written portion based on the project. Additional guidelines for this final project will be discussed in class and posted online. **The final project is due Friday, April 19 by 11:59 pm**

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/>.

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.

The Ohio State University is committed to inclusion, and as your professor, I am committed to making the classroom as accessible as possible. Please remind me of any testing accommodations you need well before (i.e., not on) the day of a quiz.

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.

Citation Style:

I accept MLA (Modern Language Association) and Chicago/Turabian formatting styles. Please familiarize yourself with the formatting guidelines at the following sites:

MLA:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Chicago/Turabian:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html

Grading: 90-100% A, 80-89% B, 70-79% C, 60-69% D, No Credit below 60%

+/- grade decisions based on the overall performance on individual assignments and in the course for the final grade.

WEEKLY READING SCHEDULE

All readings will be available in pdf form on Carmen unless otherwise stated.

Please note that difficult topics such as genocide, white supremacy, gender violence, and sexual violence come up often in this course yet are especially salient in Week 12: MMIWG2S Colonial Gender Based Violence and Resistance. If you experience increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation and/or diminished academic performance the Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel: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.

Week 1: Introductions and Foundational Concepts

Tuesday, January 9:

- Introductions and Explanation of Course Syllabus (**NO READINGS**)

Thursday January 11:

- "People have shaped Earth's ecology for at least 12,000 years, mostly sustainably." (PhysOrg 2021)
- "Settler Colonialism Primer" by Hurwitz and Shawn Bourque

Week 2: Foundational Terms and Ideas

Tuesday, January 16:

- "What is White Supremacy" by Elizabeth Martínez
- "SETTLER SEXUALITY RESISTANCE TO STATE-SANCTIONED VIOLENCE, RECLAMATION OF ANTI-COLONIAL KNOWLEDGES & LIBERATION FOR ALL AN INDIGENOUS FEMINIST ZINE" by the K'é Infoshop, available online at <http://keinfoSHOP.org/zines/settler-sexuality.htm>

Thursday, January 18:

- "Introduction: This Land" & "Follow the Corn," in *An Indigenous Peoples' History of the United States*, by Roxanne Dunbar-Ortiz

Week 3: Indigenous Science

Tuesday, January 23:

- "Vital earth/vibrant earthworks/ living earthworks vocabularies" by Chadwick Allen
- Low, John. "John Low on understanding the importance of the Newark earthworks". *Voices of Excellence from Arts and Sciences*. Podcast audio, June 30, 2021. https://soundcloud.com/voices_arts_sciences/low.

Thursday, January 25:

- "Planting Sweetgrass" (pg. 1-59) from *Weaving Sweetgrass: Indigenous Wisdom, Scientific Knowledge, And the Teachings Of Plants* by Robin Wall Kimmerer

In-class quiz

Week 4: Storytelling

Tuesday, January 30:

- “Life-telling: Indigenous oral autobiography and the performance of relation,” by Warren Cariou

Thursday, February 1

- “Stories that Wound, Stories that Heal” by DH Justice
- [“Educating America: The Historian’s Responsibility to Native Americans and the Public” by Angela Cavender Wilson](#)

Week 5: Indigenous Ohio

Tuesday, February 6:

- “Little Turtle’s War and Native America’s Greatest Victory over American Forces” by the Citizen Potawatomi Nation <https://www.potawatomi.org/blog/2019/07/15/little-turtles-war-and-native-americas-greatest-victory-over-american-forces/>
- “History” by the Citizen Potawatomi Nation <https://www.potawatomiheritage.com/history/>

Thursday, February 8:

- “The Forgotten History of Ohio’s Indigenous People” by Jessie Walton <https://www.midstory.org/the-forgotten-history-of-ohios-indigenous-peoples/>

Week 6: Indigenous Ohio continued

Tuesday, February 13

- Read through all sections of the digital project of “On This Land” by Glenna Van Dyke <https://on-this-land.collegeofwooster.net/>

Thursday, February 15:

- “Ozaawindib, the Ojibwe Trans Woman the US Declared a Chief” by Kai Pyle <https://activisthistory.com/2019/06/13/ozawindib-the-ojibwe-trans-woman-the-us-declared-a-chief/>

Short Proposal for Final Project Due Friday, February 17 by 11:59 pm on Carmen

Week 7: Research Methodologies

Tuesday, February 20:

- “Chapter 2: Research Through Imperial Eyes” (pg. 42-57) *Decolonizing Methodologies: Research and Indigenous Peoples* by Linda Tuhiwai Smith
- Watch: “Blood Journey” by Kassie Bracken <https://www.nytimes.com/video/us/1247467672743/blood-journey.html?smid=url-share>

Thursday, February 22:

- Watch: “Kim Tallbear: Science and Whiteness” <https://youtu.be/pzVKVBgb4S4>
- “Suspending Damage: A Letter to Communities” by Eve Tuck

Week 8: NDN blood

Tuesday, February 27:

- “‘Indian Blood’: Reflections on the Reckoning and Refiguring of Native North American Identity.” By Pauline Turner Strong, and Barrick Van Winkle
- Watch: “The Two Faces of Research: the Havasupai experience with Arizona State University” on YouTube <https://youtu.be/zsAlp2Dua2o?si=MWwiJpmbf-7Dx39L>

Thursday, February 29:

- “Racial Science, Blood, and DNA,” by Kim TallBear

In Class Quiz

Week 9: Sovereignty

Tuesday, March 5:

- “Sovereignty,” by Taiaiake Alfred

Thursday, March 7:

- “Reclaiming Indigenous Sexual Being: Sovereignty and Decolonization Through Sexuality” by Madeline Burns

Positionality Statement/Self Reflection paper due Friday, March 10 by 11:59 pm

Week 10: Spring Break No Class Sessions

Tuesday, March 12:

Thursday, March 14:

Week 11: Gender and Sexuality in NDN Country

Tuesday, March 19:

- “Introduction” (pg 1-44) *Critically Sovereign* by Joanne Barker

Thursday, March 21:

- “Gendered Racialized Sexuality,” in *Therapeutic Nations: Healing in an Age of Indigenous Human Rights*, 33-55. By Dian Million
- “Introduction” to *Indigenous Performances: Upsetting the Terrains of Settler Colonialism* by Mishuana Goeman

Week 12: MMIWG2S Colonial Gender Based Violence and Resistance

Tuesday, March 26:

- Read and watch “Not Invisible: Confronting a Crisis of Violence against Native Women” by Bettina Hansen and Lauren Frohne <https://projects.seattletimes.com/2019/mmiw/>

Thursday, March 28:

- “MMIWG2S+ and the Failure of Policing” by Nickita Longman
- “Chapter 4: Responding to Environmental Violence” by Erin Marie Konsmo, and AM Kahealani Pacheco. This is a chapter of the report entitled "Violence on the land, violence on our bodies: Building an Indigenous response to environmental violence." *Women's Earth Alliance and Native Youth Sexual Health Network*. Available at: <http://landbodydefense.org/uploads/files/VLVBReportToolkit2016.pdf> (2016).

In class quiz

Week 13: Solidarity and Protest

Tuesday, April 2:

- Read *Fighting for Our Lives: #NoDAPL in Historical Context* by Estes, Nick

Thursday, April 4:

- Watch “Meet Kandi Mossett: Indigenous Women on the Frontlines of Standing Rock”
https://youtu.be/SCRq6dC7V_E?si=iQmaj5qzkHMKcza8
- “Urban Native American Women as Environmental Justice Leaders” by Anne Luna-Gordinier

Week 14: Revitalization and Healing

Tuesday, April 9:

- “Everyday Decolonization: Living a Decolonizing Queer Politics.” By Sarah Hunt, and Cindy Holmes.

Thursday, April 11:

- Simpson, Leanne Betasamosake. 2016. “Indigenous Resurgence and Co-resistance.” *Critical Ethnic Studies* 2 (2): 19-34.

Half Week 15:

Tuesday, April 16: Closing ceremony (no readings)

The final project is due Friday, April 19 by 11:59 pm

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.