

## 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?)

Changing name, adding Gen Foundations LVPA.

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

This course is a good fit for this category

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 History  
Fiscal Unit/Academic Org History - D0557  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2066  
Course Title Medicine at the Movies: A History of the Medical Profession in Film  
[Previous Value](#) History of Medicine in Film  
Transcript Abbreviation Medicine at Movies  
[Previous Value](#) Hist Med in Film  
Course Description Examines portrayals of physicians in American film over the past seventy-five years, giving particular attention to what popular films can say about the cultural images of physicians and medicine in American society.  
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 Sometimes  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered  
Greater or equal to 50% at a distance  
Less than 50% at a distance  
[Previous Value](#) No, Greater or equal to 50% at a distance, Less than 50% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture, Recitation  
Grade Roster Component Recitation  
Credit Available by Exam No  
Admission Condition Course No

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Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.
<i>Previous Value</i>	<i>Prereq or concur: English 1110.xx, or permission of instructor.</i>
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore

## Requirement/Elective Designation

General Education course:  
Historical Study; Literary, Visual and Performing Arts; Historical and Cultural Studies  
The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

*General Education course:  
Historical Study; 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	<ul style="list-style-type: none"><li>• Students will gain an understanding of the roles and portrayals of physicians in American film and what those portrayals may say about cultural images of physicians and medicine in American society.</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Basic history of medicine and film</li><li>• Frankenstein</li><li>• Scientist as Hero</li><li>• American medicine's Golden Age</li><li>• Black identity in cinema</li><li>• AIDS</li><li>• Ethics</li></ul>
Sought Concurrence	No
<i>Previous Value</i>	

**COURSE CHANGE REQUEST**  
2066 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/01/2023

**Attachments**

- History 2066 GE Syllabus.docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*
- ge-foundations-submission-2066.pdf: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	10/10/2023 03:12 PM	Submitted for Approval
Approved	Soland, Birgitte	10/10/2023 04:54 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/01/2023 10:55 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/01/2023 10:55 AM	ASCCAO Approval



# HISTORY 2066

Medicine at the Movies: A History of the Medical Profession in Film

Spring 2024

3 Credit Hours

Hybrid Course

Day / Time / Location TBD

Instructor: Dr. Jim Harris

Email address: Harris.1631@osu.edu (preferred contact method)

Office: Dulles Hall 368

Office hours: TBA

## Prerequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

*All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.*

## Course description

In this course, we explore the social and cultural history of medicine as depicted on film. Using thirteen films as our primary sources, we will explore themes in the history of medicine from the work of doctors and nurses in the early twentieth century to the history of medical ethics and activism on film in the 21<sup>st</sup> century. Along the way, we will also consider how and why portrayals of medical subject matter on film has changed over time over the last century.

## How this hybrid class works

We will meet for one scheduled class meeting a week (on XXXX). In lieu of a second weekly class meeting, you are expected to watch the film of the week and be prepared to discuss the film during our weekly class meeting.

## General education goals and expected learning outcomes

This course fulfills the Foundations: Historical or Cultural Studies

### Goals - Historical Studies:

1. 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 Outcomes - Historical Studies:

Successful students are able to:

- 1.1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
- 1.2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
- 1.3. 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.
- 1.4. Evaluate social and ethical implications in historical studies.

Students in this course will study the history of medicine through the lens of popular culture (through the medium of film) to consider how human perceptions, beliefs and behavior about doctors, nurses, medical practitioners, and the field have, in part, been shaped by the ways these practices and practitioners have been portrayed in the public eye (1.3), including complex bioethical questions that we will consider in select films like *Whose Life is it Anyway?* and *John Q* (1.4). To do this we will use films from the last ~90 years (from the earliest days of cinema to the recent 21<sup>st</sup> century past) as primary sources to study the history of popular culture and ideas about medicine (1.1). These will be supplemented with a close reading of secondary scholarly sources from historians and film scholars as reading for context and framing (1.1, 1.2). Students use the films and the scholarship they read to write critically about the films in their three essays, tracing a narrative arc about a particular historical through time or creatively reflecting on how their diverse engagement with past films in historical context has (re)shaped their experiences as a modern film-watcher (ELO 1.2).

This course fulfills the Foundations: Literary, Visual, or Performing Arts

### Goals:

1. Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
2. Successful students will experience the arts and reflect on that experience critically and creatively.

### Expected Learning Outcomes:

Successful students are able to:

1.1. Analyze and interpret significant works of visual, spatial, literary, and/or performing arts and design.

1.2. Describe and explain how cultures identify, evaluate, shape, and value works of literature, art, and design.

1.3. Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.

1.4. Evaluate social and ethical implications in literature, visual and performing arts, and design.

2.1. Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.

2.2. Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Students will watch 14 films all engaging an aspect of medicine/medical practice throughout the semester as the core subject material of the course (1.1). The films we will watch together have been carefully curated to provide a broad array of films that range from landmark films in American culture (like *M\*A\*S\*H\** and *One Flew Over the Cuckoo's Nest*) to films that were works of propaganda (*Cry Havoc*) to thrillers (*Contagion*) to biopics (*The Insider*; *Something The Lord Made*) (1.2). In studying popular media students will be invited to consider how artistic portrayals as exemplars of popular culture in turn shape how (in the context of this course) the public perceived medical practice throughout the twentieth century (1.3). The course will also invite students to consider how films (such as *Whose Life is it Anyway?* And *John Q*) invited audiences to evaluate complicated ethical questions about just what the responsibility of medical practitioners has been – and how these questions both evolve and linger over time (1.4).

Primed with readings that provide context both about genre and the specific films themselves students will be active viewers rather than a passive audience (2.1) while viewing the films each week, and will reflect on their critical observations both informally in weekly journals and formally in two critical film review essays (one singular and one comparative) as well as a creative final project (2.2).

### **Legacy GE:**

#### Goals

Students recognize how past events are studied and how they influence today's society and the human condition.

#### Expected Learning Outcomes

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Students will study the history of popular culture through the medium of film and the ways popular culture has shaped popular perceptions of medicine throughout the 20<sup>th</sup> century (ELO 1). Students will be asked to engage with how contemporary perceptions of medicine and how contemporary portrayals of medicine on film have evolved from the early years of cinema in the 1930s to the present (ELO 2). The films we watch in the course are our primary sources to study popular culture as we watch films from each nearly every decade as we march through cinema history in this course. The films (primary sources) are supplemented with secondary scholarly sources from historians and film scholars as reading for context and framing. Students use the films and the scholarship they read to write critically about the films in their three essays, tracing a narrative arc about a particular historical through time or creatively reflecting on how their diverse engagement with past films in historical context has (re)shaped their experiences as a modern film-watcher (ELO 2, 3).

## Textbook

Eelco F.M. Wijdicks, *Cinema, MD: A History of Medicine on Screen* (Oxford: Oxford University Press, 2020).

All other readings will be posted on Carmen.

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## How your grade is calculated

ASSIGNMENT CATEGORY	WEIGHT
<b>Class Participation</b>	15%
<b>Weekly Viewing Journals</b>	20%

<b>Film Analysis Essay</b>	<b>20%</b>
<b>Comparative Film Analysis Essay</b>	<b>20%</b>
<b>Final Project</b>	<b>25%</b>
<b>Total</b>	<b>100</b>

**Class Participation (15%):** In-class discussions are especially important. Students should demonstrate that they are engaged with the course by attending all class sessions, having watched the film assigned for the week, and prepared to thoughtfully contribute to discussions about the film each week.

**Weekly Journals (20%):** In advance of the discussion each week, students will submit a one to two paragraph reflection on how the film we watched relates to the theme we are discussing that week. Students must complete a minimum of ten journals total over the course of the semester. These journals will be graded on a credit/no credit basis.

**Film Analysis Essay (20% each):** Students will write one short (3-4 page) essay critiquing one of the films we are watching together as a class. Students will have the option to write this essay about any ***one of the first five*** films we watch during the semester. The essay will be due the day we discuss the chosen film in class.

**Comparative Film Analysis Essay (20%):** Students will write one slightly longer (4-5 page) essay in which they compare one of the films assigned in the course with second film on the same topic ***that we have NOT watched in the course*** but is discussed in the assigned reading. In this essay, students will compare/contrast how both films represent a particular theme/topic in the history of medicine. Students may write this essay on any film OTHER than the film considered in your first essay. This essay will be due no later than our second to last class meeting.

**Final Project (25%):** As a culminating assignment in this course, students will have the choice of one of the following options:

1. Students will have the option to write an analytical final analytical essay (5-6 pages) in which examine how portrayals of a particular theme in the history of medicine on film have evolved over the last century.
2. Students may write a short synopsis for a screenplay (2-3 pages) with an explanatory essay of how and why their screenplay would portray one or more of themes we have studied this semester (3-4 pages).

## Late assignments

Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. I have also tried to build in into this syllabus considerable flexibility for assignments, including allowing students to skip three film journals and to choose when to complete the first paper based around other work for other courses. I am also very



amenable to offering short extensions if students ask *in advance* of deadlines on major assignments, but otherwise *late essays will be penalized 10% per day late*. No late assignments will be accepted after the last day of regularly scheduled classes.

## Grading scale

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

## Academic integrity policy

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/>.

## Statement on Title IX

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

## Commitment to a diverse and inclusive learning environment

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

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

## **Your mental health**

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

## **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.

## **Requesting accommodations**

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

### **Course Schedule**

*Note: You are expected to watch the assigned film and read the assigned reading in ADVANCE of the date for which they are listed. We will discuss the film and reading together on dates listed below.*

#### **Week 1 - Introduction to the Course, History of Medicine, and History on Film**

Read:

- Timothy Corrigan and Patricia White, *The Film Experience: An Introduction*, 5<sup>th</sup> ed. (Boston: Bedford St. Martins, 2018), ch. 12 (p. 410-441), on writing about film.

#### **Week 2 - Medical Heroes? in the Early Movies**

Read:

- Wijdicks, *Cinema, MD*, Preface and Epilogue
- Charles Rosenberg, "Martin Arrowsmith: The Scientist as Hero," in *No Other Gods: On Science and American Social Thought* (Baltimore: The Johns Hopkins University Press, 1997), 123-131.

Watch: *Arrowsmith* (1931) – 108 min.

#### **Week 3 - Physicians on Film**

Read:

- Wijdicks, *Cinema, MD*, Chapter 1: "The Physician in Practice"

- Philip A. Kalisch and Beatrice J. Kalisch, "When Americans Called for Dr. Kildare: Images of Physicians and Nurses in the Dr. Kildare and Dr. Gillespie Movies, 1937-1947," *Medical Heritage* 1 (September/October 1985): 348-363.

Watch: *The Secret of Dr. Kildare* (1939) - 84 min.

#### **Week 4 – Nurses on Film**

Read:

- Wijdicks, *Cinema, MD*, Chapter 2: "The Nursing Profession"
- Elizabeth Norman and Sharon Elfried, "The Angels of Bataan," *Image: The Journal of Nursing Scholarship* 25 (1993): 121-126.

Watch: *Cry 'Havoc'* (1943) – 98 min.

#### **Week 5 –Medical Education in the Movies**

Read:

- Wijdicks, *Cinema, MD*, Chapter 3: "Hospital and Asylum" p. 47-54
- Kenneth Ludmerer, *Time to Heal: American Medical Education from the Turn of the Twentieth Century to the Era of Managed Care* (New York: Oxford University Press, 1999), 180-195.

Watch: *The Interns* (1962) – 120 min.

#### **Week 6 – Medicine, the Military, and the Motion Pictures**

**Week 6 is the last option to complete your film analysis essay.**

Read:

- Michael S. Baker, "Military Medical Advances Resulting from the Conflict in Korea, Part I: Systems Advances that Enhanced Patient Survival," *Military Medicine* 177 (2012): 423-429.
- Booker King and Ismail Jatoi, "The Mobile Army Surgical Hospital (MASH): A Military and Surgical Legacy," *Journal of the National Medical Association* 97 (2005): 648-656.

Watch: *M\*A\*S\*H* (1970) – 116 min.

#### **Week 7 – Mental Illness at the Movies**

Read:

- Wijdicks, *Cinema, MD*, Chapter 3: "Hospital and Asylum" p. 54-67, Chapter 6: "Mental Illness"

Watch: Watch: *One Flew Over the Cuckoo's Nest* (1975) – 133 min.

### **Week 8 – Death and Dying on Film**

Read:

- Wijdicks, *Cinema, MD*, Chapter 9: “Death and Dying”

Watch: *Whose Life Is It Anyway?* (1981) – 119 min.

### **Week 9 – Cancer at the Cinema**

Read:

- Lucy Fischer, “Big Boys Do Cry: Empathy in *The Doctor*,” in Lester Friedman, ed. *Cultural Sutures: Medicine and Media* (Durham: Duke University Press, 2004), 149-165.

Watch: *The Doctor* (1991) – 122 min.

### **Week 10 - Enjoy Spring Break!!**

### **Week 11 –Stopping Smoking on Screen**

Read:

- Wijdicks, *Cinema, MD*, Chapter 7: “Addicted”
- Allen Brandt, *The Cigarette Century: The Rise, Fall, and Deadly Persistence of the Product That Defined America* (New York: Basic Books, 2007), 357-399.

Watch: *The Insider* (1999) – 158 min.

### **Week 12 – Transplantation on Tape**

Read:

- Wijdicks, *Cinema, MD*, Chapter 8: “Transplantation”
- Louise P. King, et al. “Health Insurance and Cardiac Transplantation: A Call for Reform,” *Journal of the American College of Cardiology* 45 (2005), 1388-91.

Watch: *John Q* (2002) - 116 min.

### **Week 13 – Surgery on Screen**

Read:

- Kate McCabe, “Something the Lord Made,” *The Washingtonian*, August 1989.

Watch: *Something the Lord Made* (2004) – 110 min.

### **Week 14 – Epidemics at the Box Office**

**Comparative Film Essay due**

Read:

- Wijdicks, *Cinema, MD*, Chapter 4: “Epidemics”
- Jim Harris, “Pandemics: Today and Yesterday” *Origins: Current Events in Historical Perspective* (June 2020) <http://origins.osu.edu/article/pandemics-history-covid-plague-cholera-influenza-hiv>

Watch: *Contagion* (2011) – 106 min.

**Week 15 (April 18) – Compassionate Cinema**

Read:

- Wijdicks, *Cinema, MD*, Chapter 5: “Diseased and Disabled”

Watch: *Breathe* (2017) – 117 min.

**Final Paper or Project Due: Last Day of Classes**

# 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)