

Term Information

Effective Term Spring 2024
Previous Value Autumn 2020

Course Change Information

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

Moving the course into the Foundation Historical or Cultural Studies (3 credits)

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

The committee for the GE Citizenship Theme did not consider the course fitting for the theme. After deliberation, based on the committee feedback, we decided that this course will fit best in the Cultural Studies 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?)

NA

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 Russian
Fiscal Unit/Academic Org Slavic/East European Eurasian - D0593
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3480.01
Course Title The Russian Spy: Cultures of Surveillance, Secret Agents, & Hacking from the Cold War through Today
Transcript Abbreviation Russian Spy
Course Description This course explores the concept of the spy in the cultural imaginations of both Russia and the West from the early-20th century through the present. Topics will include stereotyping in popular culture, the relationship between fiction and the political imagination, Western (especially American) and Russian views of each other, the Cold War, privacy, security, fear, and war.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 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
Previous Value Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	None
Previous Value	
Exclusions	Not open to students with credit for 3480 or 3480.99.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings	None
Previous Value	

Subject/CIP Code

Subject/CIP Code	05.0110
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior
Previous Value	<i>Freshman, Sophomore, Junior</i>

Requirement/Elective Designation

General Education course:
Visual and Performing Arts; Global Studies (International Issues successors); Historical and Cultural Studies

[Previous Value](#)

*General Education course:
Visual and Performing Arts; Global Studies (International Issues successors)*

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Demonstrate historical knowledge of Russian-American relations from the early 20th-century through today.<ul style="list-style-type: none">• Write persuasive close analysis of spy themes in film/tv scenes, literary passages, and journalism.• Recognize and critique the political ideologies at work in cultural products and the media.• Articulate similarities and differences between Russian portrayals of Americans and American portrayals of Russians and how they have changed over the pa• Identify and interpret common tropes of espionage tales and their changes over time.
Content Topic List	<ul style="list-style-type: none">• Before the Cold War: The West in the Eyes of Russian Culture• Before the Cold War: Russia in the Eyes of Western Culture• The Cold War Dawns: The 007 Phenomenon• The Soviet Spy Thriller: Max Otto von Stierlitz• Cold-War Literature: The West Critiques the West• The Post-Soviet Spy Novel• Cold-War Spy Stories Today: The Americans• Snowden and Cyber-Hacking: The Media's Spy Tales

Sought Concurrence

No

Attachments

- Curriculum Maps Russian Major - August 1 2022.docx: Curriculum map
(Other Supporting Documentation. Owner: Peterson, Derek)
- Russian 3480.01 New GE Syllabus July 21 2023.docx
(Syllabus. Owner: Peterson, Derek)
- Russian 3480.01 GE Citizenship Worksheet July 21 2023.docx: GE Worksheet
(Other Supporting Documentation. Owner: Peterson, Derek)
- Russian 3480.01.:99 GE Revision Cover Letter July 21 2023.pdf: Revision Cover Letter
(Other Supporting Documentation. Owner: Peterson, Derek)
- Russian 3480 New GE Syllabus Foundations.docx: Updated Syllabus Foundations
(Syllabus. Owner: Gleissner, Philip)
- Russian 3480 Foundations worksheet.pdf: GE Worksheet
(Other Supporting Documentation. Owner: Gleissner, Philip)
- Curriculum_Maps_Russian_Major_Oct_3_2023.docx: Curriculum Map
(Other Supporting Documentation. Owner: Gleissner, Philip)
- Russian 3480 New GE Syllabus Foundations_2023_12_13.docx: Revised Syllabus 12/13/2023
(Syllabus. Owner: Gleissner, Philip)

Comments

- Based on the feedback from the Citizenship Theme panel, we are re-submitting for the Cultural Studies Foundation.
I am attaching updated syllabus, form, and current curriculum map

12/13/2023 Uploaded the revised syllabus with note regarding religion on page 11. *(by Gleissner, Philip on 12/13/2023 10:29 AM)*
- Please see Subcommittee feedback email sent 12/11/2023. *(by Hilty, Michael on 12/11/2023 11:41 AM)*

COURSE CHANGE REQUEST
3480.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/13/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	04/27/2023 12:58 PM	Submitted for Approval
Approved	Peterson, Derek	04/27/2023 01:01 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/01/2023 11:41 AM	College Approval
Revision Requested	Hilty, Michael	07/05/2023 08:36 AM	ASCCAO Approval
Submitted	Peterson, Derek	07/21/2023 01:47 PM	Submitted for Approval
Approved	Peterson, Derek	07/21/2023 01:52 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/11/2023 03:56 PM	College Approval
Revision Requested	Hilty, Michael	10/09/2023 05:26 PM	ASCCAO Approval
Submitted	Gleissner, Philip	10/30/2023 09:52 PM	Submitted for Approval
Approved	Gleissner, Philip	10/30/2023 09:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/13/2023 04:26 PM	College Approval
Revision Requested	Hilty, Michael	12/11/2023 11:41 AM	ASCCAO Approval
Submitted	Gleissner, Philip	12/13/2023 10:29 AM	Submitted for Approval
Approved	Gleissner, Philip	12/13/2023 10:30 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/13/2023 10:38 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/13/2023 10:38 AM	ASCCAO Approval



SYLLABUS

RUSSIAN 3480

The Russian Spy: Cultures of Surveillance, Secret Agents, and Hacking from the Cold War through Today

Spring 2024 (full term)

3 credit hours

In-Person

COURSE OVERVIEW

Instructor

Instructor: Dr. Alisa Lin

Email address: lin.3183@osu.edu (preferred contact method)

Office hours: Tuesdays, 4–5pm, in Hagerty Hall 418

Prerequisites

None

Course Description

Why do spies fascinate us? From efforts to hack U.S. presidential elections to data surveillance on social media, from WikiLeaks to Maria Butina, we are continually confronted in the media by stories of espionage. And although the Cold War ended over three decades ago, in America today, Russia is—rightly or wrongly—often perceived as the spying enemy.

This course explores the concept of the spy in the cultural imaginations of both Russia and the West as a means for thinking about national and global citizenship. We will look at stories of real and fictional spies and hackers, as well as at constructions of otherness and the enemy, to understand how espionage both troubles and clarifies our understandings of citizenship in a diverse and multi-national world. We will trace how the spy film or tv show has changed over the last century and how it continues to drive American culture today, particularly in the wake of Russia's brutal war against Ukraine that began in 2014. Topics will include the ethics of espionage, stereotyping in popular culture, the relationship between fiction and the political imagination, Western (especially American) and Russian views of each

other, the Cold War, media portrayal of Russian-American relations, diversity and representation in the media, privacy, security, war, and justice. We'll look at major popular spy thrillers alongside readings on real Cold-War and post-Soviet espionage practices in Russia and the U.S. in order to ask how history intertwines with culture. We will consider what spy narratives imply about power structures in society and the subjugation of populations along lines of class, race, gender, sexuality, and ability status. And how might new spy stories, like the Marvel film *Black Widow* (2021), continue to shape our cultural views and beliefs about citizenship today? We'll also keep a close eye on any relevant current events, including Russian espionage and aggression in Ukraine.

Course Goals and Expected Learning Outcomes

By the end of this course, students should successfully be able to:

- **GOAL 1: Students will understand the history of the espionage tale and its common tropes in both Russian culture and American culture.**
 - LO 1 Students will be able to list and describe the characteristics of major fictional spies in Russian culture and American culture.
 - LO 2 Students will be able to compare and contrast the tropes of American/Western espionage tales with those of Russian ones.
 - LO 3 Students will be able to analyze the historical and cultural factors that account for differences between the development of Russian and American/Western espionage tales.
- **GOAL 2: Students will be able to engage with espionage themes in films, television episodes, and journalism using the analytical skills of scholars of cultural studies.**
 - LO 1 Students will be able to assess the dynamic relationship between the fictional spy stories of popular culture and the historical circumstances in which they were created and received.
 - LO 2 Students will be able to interpret what spy stories imply about such concepts as power structures in society; nationalism, fear, and the enemy; and the subjugation of populations along lines of class, race, gender, sexuality, and ability status.
 - LO 3 Students will be able to use the cultural tropes proper to the spy story as a lens to evaluate contemporary media narratives about Russian spies and hackers.
- **GOAL 3: Students will know the broad history of the Cold War and its immediate pre- and post-history, with specific attention to intelligence efforts between Russia and the United States (and its Western allies).**
 - LO 1 Students will be able to describe the basic function and operations of the KGB and its predecessors and successors.
 - LO 2 Students will be able to identify and explain strengths and weaknesses in American intelligence efforts toward the USSR and Soviet intelligence efforts toward the U.S. during the Cold War.
 - LO 3 Students will be able to identify and describe the work of key historical intelligence agents and double agents working between Russia and the U.S. (and its Western allies), such as Oleg Gordievsky and Kim Philby.
 - LO 4 Students will be able to evaluate how political developments, such as the fall of the USSR or the presidency of Vladimir Putin, have influenced espionage practices.

- **GOAL 4: Students will appreciate the role of historical circumstances, the media, and popular culture in shaping Russian perspectives on America and American perspectives on Russia over time.**

- LO 1 Students will be able to recognize and critique cultural stereotypes underlying films and tv episodes.
- LO 2 Students will be able to show how both fictional and non-fictional spy stories shape national narratives about enemies, otherness, nationhood, and power, including recent trends of “Russophobia” in the American media.
- LO 3 Students will be able to reflect on the ways in which their own perceptions are shaped by popular culture narratives, including their understandings of power, gender, sexuality, and national cultures.

General Education Goals and Expected Learning Outcomes

As part of the Historical and Cultural Studies category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- **GOAL 1: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.**
- LO 1 Analyze and interpret selected major forms of human thought, culture, ideas, or expression.
- LO 2 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.
- LO 3 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.
- LO 4 Evaluate social and ethical implications in cultural studies.

This course fulfills the Cultural Studies GE outcomes by guiding students in the study of espionage as a historical and cultural category: both the history of espionage as it has been practiced by security forces in Russia/USSR and the West, and the culture of espionage as it has been portrayed in film and television in Russia/USSR and the West.

This course also fulfills the goals and learning outcomes for GE Legacy Diversity: Global Studies and Visual and Performing Arts:

GE LEGACY DIVERSITY: GLOBAL STUDIES

- **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.**

- LO 1 Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
- LO 2 Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course fulfills the Diversity: Global Studies GE outcomes because students examine aspects of the political, cultural, and social diversity of Russia of the past century through study of Russian films and television shows, as well as history of espionage in Russia.

GE LEGACY VISUAL AND PERFORMING ARTS

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

LO 1 Students analyze, appreciate, and interpret significant works of art.

LO 2 Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

This course fulfills the Visual and Performing Arts GE outcomes because students analyze, appreciate, and interpret significant Russian and Western films, television episodes, and propaganda images in in-class activities and larger assignments. Learning and practicing the tools for critical analysis of visual materials are a focus of the course.

HOW THIS COURSE WORKS

Mode of delivery: This course meets twice per week in person.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Regular attendance and participation are required and contribute to your "Community Engagement" grade (see below).

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

None

Other Fees or Requirements

You do not need to purchase any books for this class. But you will need to stream some of our films and tv episodes for a small fee from companies such as Amazon, Apple, Google, etc. (Sadly, for legal reasons, OSU no longer allows instructors to make films available to students if those films can be streamed commercially.) Many of our other materials are available for free on various sites (see links on Carmen). Your total cost of materials for this course should be under \$15.

Course Technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (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).
- 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) 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.

GRADING AND FACULTY RESPONSE

How Your Grade Is Calculated

ASSIGNMENT CATEGORY	PERCENTAGE
Community Engagement	15%
Quizzes (weekly)	15%
Russia Reflection Essay	5%
Exams (3)	40%
Soviet Cultural Officer Report	10%
Create-Your-Own Russian Spy	10%
Semester Reflection Essay	5%
Total	100%

See course schedule below for due dates.

Descriptions of Major Course Assignments

Community Engagement

Description: Regular, meaningful engagement with our learning community is essential to your success in this course. Replacing traditional “participation points,” this grade is earned through all of your in-class work and community contribution including, but not limited to, discussion participation, in-class activities/assignments, and engaging with students outside of class, such as on our open discussion boards on Carmen. Come to class having carefully and thoughtfully done the assigned viewing or reading so that you are prepared to engage in these activities. It is understood that you may need to miss class from time to time and points will not be lost for reasonable, occasional, communicated absences.

Quizzes (weekly)

Description: You will have one multiple-choice and short-answer quiz due each Sunday at 11:59pm. These quizzes will cover all of our assigned materials for the (previous) week: any film or tv episodes, readings, and lectures. You may reference our course materials when taking these quizzes, but you may not collaborate with other people. These quizzes are meant to aid your learning process, rather than to be punitive, and thus, you may take each of them an unlimited number of times (even beyond the weekly deadline). Your one lowest quiz grade for the semester will be dropped automatically in Carmen.

Academic integrity and collaboration: You may consult course materials to complete this assignment, but collaboration is not permitted. Academic misconduct rules apply.

Russia Reflection Essay

Description: At the beginning of the semester, you will write one fairly informal Russia Reflection Essay on your perceptions of Russia and expectations for your learning this semester.

Academic integrity and collaboration: Collaboration is not permitted. Academic misconduct rules apply.

Exams (3)

Description: You will have three take-home exams designed to assess your learning and further your understanding of what we have covered in the course. These exams will consist of short-response and short-essay questions, and you may reference course materials—though you may not collaborate with other people—when taking them. The exams will be made available to you at least one week before they are due. If you have kept up with the course material, you can expect to spend about one hour on each one. Note that they are not timed.

Academic integrity and collaboration: You may consult course materials to complete this assignment, but collaboration is not permitted. Academic misconduct rules apply.

Soviet Cultural Officer Report

Description: For the Soviet Cultural Officer Report, you will assess a scene from one of our films or tv episodes from the perspective of a Soviet official reporting on the scene’s ideological suitability for

showing in the USSR. You will be provided with a template of questions to answer in short paragraphs, for a total of about 500–650 words.

Academic integrity and collaboration: You may consult course materials to complete this assignment, but collaboration is not permitted. Academic misconduct rules apply.

Create-Your-Own Russian Spy Project

Description: The Create-Your-Own Russian Spy Project asks you to complete a survey in which you pitch a new Russian spy tv or film character to an American media company like Netflix, Amazon, Hulu, or Sony. As with the Soviet Cultural Officer Report, you will write about 500–650 words total in response to several specific questions. You will be asked to show critical awareness of both the Western and Russian traditions of portraying Russian spies. In part, your aim is to correct misconceptions about Russian spies by better aligning your fictional spy with historical truth.

Academic integrity and collaboration: You may consult course materials to complete this assignment, but collaboration is not permitted. Academic misconduct rules apply.

Semester Reflection Essay

Description: Your second small final assignment for the course is a short and fairly informal Semester Reflection Essay. This is an exercise in metacognition in which you reflect on something you learned this semester that you want to remember in the future.

Academic integrity and collaboration: You may consult course materials to complete this assignment, but collaboration is not permitted. Academic misconduct rules apply.

Late Assignments

I fully understand that students are busy people with complex lives, and I am generally flexible with deadlines, so long as students are in contact with me about their needs. For any deadline in this class you may request a 48-hour deadline extension via a Google form that is linked on our Carmen homepage. All deadline requests that go through this form are automatically granted. You do not need to disclose to me the reasons for your extension request if you do not want to. If you require an extension of more than 48 hours, please contact me directly. Note that you will not see a change to the deadline you see in Carmen, but if you submit the form, you may trust that I have extended your deadline.

Grading Scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For regular weekly assignments, you can generally expect feedback within **3 days**. For larger assignments, you can generally expect feedback within **10 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic Integrity Policy

See **Descriptions of Major Course Assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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)

Student Services and Advising

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

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

Copyright for Instructional Materials

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

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a Diverse and Inclusive Learning Environment

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

Statement on 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 Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

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

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

Your Mental Health

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

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting Accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of Course Technology

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

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

COURSE SCHEDULE

Refer to the Carmen course for links to readings and viewing materials, as well as up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan 9 and 11	<p>Lecture topics: introduction to the course, broad history of espionage, the Illegals Program</p> <p>Watch:</p> <ol style="list-style-type: none"> 1. <i>The Americans</i>, episode 1, "Pilot" (2013, dir. Gavin O'Connor, 68 min.) 2. <i>The Americans</i>, episode 2, "The Clock" (2013, dir. Adam Arkin, 48 min.) <p>Read:</p> <ol style="list-style-type: none"> 1. Shaun Walker, "The day we discovered our parents were Russian spies," from <i>The Guardian</i> (May 7, 2016, 14 pages) <p>Due: quiz on Sunday, Jan 14 at 11:59pm</p>
2	Jan 17 and 19	<p>Lecture topics: overview of Russian history, history of security agencies in Russia prior to the KGB, introduction to the intersection of diversity and media representation</p> <p>Watch:</p> <ol style="list-style-type: none"> 1. <i>Spies</i>, episode 1 (2013, dir. Feliks Gerchikov, 51 min.) 2. <i>Spies</i>, episode 2 (2013, dir. Feliks Gerchikov, 50 min.) <p>Due: quiz and Russia Reflection Essay on Sunday, Jan 21 at 11:59pm</p>
3	Jan 23 and 25	<p>Lecture topics: Soviet perspectives on the origins of the Cold War, WWII in Soviet culture, Soviet lived experience and ideology, Soviet attitudes toward race and representation of American racism</p> <p>Watch:</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>1. <i>Meeting on the Elbe</i> (1949, dir. Grigori Aleksandrov and Aleksei Utkin, 101 min.)</p> <p>Look at:</p> <p>1. Selection of propaganda images and video clips from the USSR and U.S.</p> <p>Due: quiz on Sunday, Jan 28 at 11:59pm</p>
4	Jan 30 and Feb 1	<p>Lecture topics: Western perspectives on the origins of the Cold War, McCarthyism and Red Scares in the U.S., the psychology of how we think about enemies, introduction to identifying ideology in film/tv</p> <p>Watch:</p> <p>1. <i>The Manchurian Candidate</i> (1962, dir. John Frankenheimer, 126 min.)</p> <p>Read:</p> <p>1. Brett Silverstein, "Enemy Images: The Psychology of U.S. Attitudes and Cognitions Regarding the Soviet Union," from <i>American Psychologist</i> (June 1989, 9 pages)</p> <p>Due: quiz on Sunday, Feb 4 at 11:59pm</p>
5	Feb 6 and 8	<p>Lecture topics: KGB origins and foreign operations, features of Soviet Cold-War era spy movies</p> <p>Read:</p> <p>1. Ignatiy Vishnevetsky, "The Villain Gap: Why Soviet Movies Rarely Had American Bad Guys," from <i>The A.V. Club</i> (March 31, 2016, 3 pages)</p> <p>2. Foreword and pages 35–111 of Vladimir Kuzichkin, <i>Inside the KGB: My Life in Soviet Espionage</i> (1990, 79 pages)</p> <p>Due: quiz and Exam #1 on Sunday, Feb 11 at 11:59pm</p>
6	Feb 13 and 15	<p>Lecture topics: CIA operations in the USSR, Oleg Penkovsky and the Cuban Missile Crisis, James Bond as the West's paradigmatic spy; diversity, equity, and inclusion in spy films</p> <p>Watch:</p> <p>1. <i>From Russia with Love</i> (1963, dir. Terence Young, 115 min.)</p> <p>Read:</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>1. Introduction and chapters 1–2 of Antonio J. Mendez and Jonna Mendez, <i>The Moscow Rules: The Secret CIA Tactics That Helped American Win the Cold War</i> (2019, 32 pages)</p> <p>Due: quiz on Sunday, Feb 18 at 11:59pm</p>
7	Feb 20 and 22	<p>Lecture topics: KGB strengths and weaknesses, KGB assassinations and efforts to suppress domestic dissent, Max Otto von Stierlitz as the USSR's paradigmatic spy</p> <p>Watch:</p> <ol style="list-style-type: none"> 1. <i>Seventeen Moments of Spring</i>, episode 1 (1973, dir. Tatyana Lioznova, 69 min.) 2. Excerpts from <i>Cold War</i>, episode 21, "Spies: 1944–1994," CNN documentary (1998, ~23 min.) <p>Read:</p> <ol style="list-style-type: none"> 1. Andrew Male, "Russia's answer to James Bond: did he trigger Putin's rise to power?," from <i>The Guardian</i> (September 11, 2018, 5 pages) <p>Due: quiz and Soviet Cultural Officer Report on Sunday, Feb 25 at 11:59pm</p>
8	Feb 27 and 29	<p>Lecture topics: Kim Philby and other famous Westerners who spied for the USSR/Russia, KGB spy networks in America, the "Year of the Spy," the genre of the espionage tale</p> <p>Watch:</p> <ol style="list-style-type: none"> 1. <i>The Falcon and the Snowman</i> (1985, dir. John Schlesinger, 131 min.) <p>Read:</p> <ol style="list-style-type: none"> 1. John Earl Haynes, Harvey Klehr, and Alexander Vassiliev, conclusion to <i>Spies: The Rise and Fall of the KGB in America</i> (2009, 8 pages) <p>Due: quiz on Sunday, Mar 3 at 11:59pm</p>
9	Mar 5 and 7	<p>Lecture topics: Did the end of the Cold War mean Russia and the U.S. were no longer enemies?, the KGB's role in the fall of the USSR, post-Soviet Russian security agencies, diversity and representation in the media, the future of the James Bond series</p> <p>Watch:</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>1. <i>GoldenEye</i> (1995, dir. Martin Campbell, 130 min.)</p> <p>Due: quiz and Exam #2 on Sunday, Mar 10 at 11:59pm</p>
10	Mar 19 and 21	<p>Lecture topics: Putin's biography and KGB roots, Putin's public persona and use of intelligence agencies</p> <p>Watch:</p> <ol style="list-style-type: none"> 1. <i>The Optimists</i>, episode 1 (2017, dir. Aleksei Popogrebskii, 73 min.) 2. <i>The Optimists</i>, episode 2 (2017, dir. Aleksei Popogrebskii, 51 min.) <p>Read:</p> <ol style="list-style-type: none"> 1. Excerpt from Joseph Weisberg, <i>Russia Upside Down: An Exit Strategy for the Second Cold War</i> (2021, 20 pages) <p>Due: quiz on Sunday, Mar 24 at 11:59pm</p>
11	Mar 26 and 28	<p>Lecture topics: analyzing common Western stereotypes about Russian spies, sexpionage, the history of the Black Widow character and legacy of Cold-War polarities, media portrayal of gender</p> <p>Watch:</p> <ol style="list-style-type: none"> 1. <i>Black Widow</i> (2021, dir. Cate Shortland, 134 min.) 2. Trailer for <i>Red Sparrow</i> (2018, dir. Francis Lawrence, 2 min.) 3. Trailer for <i>Anna</i> (2019, dir. Luc Besson, 2 min.) <p>Read:</p> <ol style="list-style-type: none"> 1. Anastasiia Fedorova, "Luc Besson's spy thriller <i>Anna</i> shows the West is still hung up on harmful stereotypes of Russian women," from <i>The Calvert Journal</i> (July 17, 2019, 3 pages) <p>Due: quiz on Sunday, Mar 31 at 11:59pm</p>
12	Apr 2 and 4	<p>Lecture topics: History of KGB/FSB internet surveillance; recent Russian hacking and cyberespionage; current "Russophobia" in American culture as a matter of diversity, equity, and inclusion; anti-Putinism</p> <p>Watch:</p> <ol style="list-style-type: none"> 1. "Meet the KGB Spies Who Invented Fake News" (2018, video by the <i>New York Times</i>, 16 min.) 2. "Fellow Traveler" (2020, video by the Lincoln Project, 2 min.)

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>3. "Inside Russia's Hacker Underworld (2016, video by <i>Bloomberg</i>, 8 min.)</p> <p>Read:</p> <ol style="list-style-type: none"> 1. Eliot Borenstein, "The Lincoln Project's Red Scare," from the <i>All the Russias' Blog</i> hosted by NYU's Jordan Center for the Advanced Study of Russia (July 2, 2020, 2 pages) 2. Michael Idov, "Language Is Never the Enemy: Why I Will Not Write in Russian as Long as Putin Is in Power," from <i>Vanity Fair</i> (February 28, 2022, 4 pages) <p>Due: quiz on Sunday, Apr 7 at 11:59pm</p>
13	Apr 9 and 11	<p>Lecture topics: Putin's Assassination Program, the Russo-Ukrainian War and global citizenship and justice, Putin's ideology and political aims</p> <p>Choose-Your-Own week (aka, Russian Spies Are Everywhere): This week, I'd like you to watch a Russian spy-themed movie or tv episode of your choice and apply to it what you've learned from our class. You'll find on Carmen for this week a list of possible movies or episodes you could watch, though the list will not be exclusive. You'll then engage in discussion with your classmates on Carmen of how the media you watched illuminates or challenges the themes and concerns of our course. This week is about moving beyond this course and applying our knowledge to new materials.</p> <p>Due: quiz on Sunday, Apr 14 at 11:59pm</p>
14	Apr 16 and 18	<p>Lecture topics: reflecting back on the semester, concluding thoughts, suggestions for further learning</p> <p>No assigned reading or viewing material for our final week. Instead, we will use this time for synthesizing and reflecting on the topics we've covered this semester. Plus, you can use the time to work on your Exam #3, Create-Your-Own Russian Spy Project, and Semester Reflection Essay. You will still have lecture material posted to Carmen and an active-learning task and quiz due this week even though you don't have any outside content to watch or read.</p> <p>Due: quiz and Exam #3 on Sunday, Apr 21 at 11:59pm</p>

Final assignments (**Create-Your-Own Russian Spy Project** and **Semester Reflection Essay**) due on Monday, April 29 at 11:59pm.

COURSE MATERIALS

Films, TV Shows, and Videos

1. *The Americans*, episodes 1 and 2 (2013, U.S.)
2. *Spies*, episodes 1 and 2 (2013, Russia)
3. *Meeting on the Elbe* (1949, USSR)
4. *The Manchurian Candidate* (1962, U.S.)
5. *From Russia with Love* (1963, Britain)
6. *Seventeen Moments of Spring*, episode 1 (1973, USSR)
7. *Cold War*, episode 21 (1998, U.S.) (excerpts)
8. *The Falcon and the Snowman* (1985, U.S.)
9. *GoldenEye* (1995, Britain)
10. *The Optimists*, episodes 1 and 2 (2017, Russia)
11. *Black Widow* (2021, U.S.)
12. trailer for *Red Sparrow* (2018, U.S.)
13. trailer for *Anna* (2019, France)
14. "Meet the KGB Spies Who Invented Fake News" (2018, U.S.)
15. "Fellow Traveler" (2020, U.S.)
16. "Inside Russia's Hacker Underworld" (2016, U.S.)

Readings

1. Shaun Walker, "The day we discovered our parents were Russian Spies," from *The Guardian* (2016)
2. Brett Silverstein, "Enemy Images: The Psychology of U.S. Attitudes and Cognitions Regarding the Soviet Union," from *American Psychologist* (1989)

3. Ignatiy Vishnevetsky, "The Villain Gap: Why Soviet Movies Rarely Had American Bad Guys," from *The A.V. Club* (2016)
4. Vladimir Kuzichkin, *Inside the KGB: My Life in Soviet Espionage* (1990) (excerpts)
5. Antonio J. Mendez and Jonna Mendez, *The Moscow Rules: The Secret CIA Tactics That Helped America Win the Cold War* (2019) (excerpts)
6. Andrew Male, "Russia's answer to James Bond: Did he trigger Putin's rise to power?," from *The Guardian* (2018)
7. John Earl Haynes, Harvey Klehr, and Alexander Vassiliev, *Spies: The Rise and Fall of the KGB in America* (2009) (excerpts)
8. Joseph Weisberg, *Russia Upside Down: An Exit Strategy for the Second Cold War* (2021) (excerpts)
9. Anastasiia Fedorova, "Luc Besson's spy thriller *Anna* shows the West is still hung up on harmful stereotypes of Russian women," from *The Calvert Journal* (2019)
10. Eliot Borenstein, "The Lincoln Project's Red Scare," from the *All the Russias' Blog* hosted by NYU's Jordan Center for the Advanced Study of Russia (2020)
11. Michael Idov, "Language Is Never the Enemy: Why I Will Not Write in Russian as Long as Putin Is in Power," from *Vanity Fair* (2022)

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)