Term Information

Effective Term   Autumn 2024

General Information

Course Bulletin Listing/Subject Area	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2900
Course Title	Data Feminism
Transcript Abbreviation	Data Feminism
Course Description	As data collection expands, we see new mechanisms for exposing injustice but also new pathways for inherent biases in data to exacerbate systems of discrimination and oppression. This course develops critical tools of inquiry and quantitative analytical methods to approach data through feminist, racial and social justice perspectives and the intersectional study of race, ethnicity and gender.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 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

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

Social and Behavioral Sciences; Race, Ethnicity and Gender Diversity
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Race, Ethnicity and Gender Diversity Foundations GE ELOs
	• Social Sciences Foundations GE ELOs
	• • Interrogate the intersections of gender, race/ethnicity, class, sexual orientation and/or gender identity with the process of collecting, cleanings, sorting, and analyzing data.
	• • Develop skills in effectively communicating the ubiquity of data in all aspects of life and understand how data-driven processes reproduce social inequities.
	• • Critique data visualizations that obscure the conditions under which the data are produced and create data visualizations that foreground their arguments and the contexts of their production.
	• • Analyze data documentation to understand the perspectives embedded in the data and the definitions shaping its output.
	• • Evaluate the consequences of manual and programmatic human classification schemes.
	• • Cultivate ethics, responsibility, respect, and empathy through the interrogation of the hidden labor in automated data processes.
Content Topic List	• Data for Humanists
	• Examining Power & Data
	• Interrogating Data
	• Challenging Power & Processes
	• Objectivity & Subjectivity
	• Binaries & Hierarchies
	• Pluralism
	• Evaluating Data
	• Algorithmic Bias
	• Contextualizing Data & Analysis
	• Data as Visibility
Sought Concurrence	Yes

Attachments

- WGSST 2900 Data Feminism J. Chen Sample Syllabus.docx: WGSST 2900 Syllabus

  (Syllabus. Owner: Stotlar,Jackson Ryan)

- WGSST 2900 Econ Concurrence - No Response.pdf: WGSST 2900 Economics Concurrence (no response)

  (Concurrence. Owner: Stotlar,Jackson Ryan)

- WGSST 2900 Geography Concurrence.pdf: WGSST 2900 Geography Concurrence

  (Concurrence. Owner: Stotlar,Jackson Ryan)

- WGSST 2900 Poli Sci Concurrence.pdf: WGSST 2900 Political Science Concurrence

  (Concurrence. Owner: Stotlar,Jackson Ryan)

- WGSST 2900 Sociology Concurrence.pdf: WGSST 2900 Sociology Concurrence

  (Concurrence. Owner: Stotlar,Jackson Ryan)

- WGSST 2900 Stats Concurrence.pdf: WGSST 2900 Statistics Concurrence

  (Concurrence. Owner: Stotlar,Jackson Ryan)

- WGSST 2900 GE Foundations Submission Form.pdf: WGSST 2900 GE Submission Form

  (GEC Model Curriculum Compliance Stmt. Owner: Stotlar,Jackson Ryan)

- List of Departmental Concurrence Sought for WGSST 2900.docx: WGSST 2900 Concurrence List

  (List of Depts Concurrence Requested From. Owner: Stotlar,Jackson Ryan)

- REVISED 2.16.2024 WGSST 2900 Data Feminism J. Chen Sample Syllabus.docx: Revised 2.16.24 Syllabus

  (Syllabus. Owner: Neff,Jennifer)

- WGSST 2900 GE Foundations Submission Form 4.8.2024.pdf: GE Form REVISED 4.8.2024

  (Other Supporting Documentation. Owner: Getson,Jennifer L.)

- WGSST 2900 Data Feminism J. Chen Sample Syllabus Revised 4.8.2024.docx: Syllabus REVISED 4.8.2024

  (Syllabus. Owner: Getson,Jennifer L.)

Comments

- Uploaded revised syllabus and GE Form. Please note that I cannot remove Jackson's earlier docs. Please use the documents labeled 4.8.2024 *(by Getson,Jennifer L. on 04/08/2024 10:31 AM)*

- See feedback email sent to department 03-07-2024 RLS *(by Steele,Rachel Lea on 03/07/2024 09:59 AM)*

- Revised 2.16.2024 is the updated version of the 2.14.2024 revision, with the sidebar comments removed. *(by Neff,Jennifer on 02/16/2024 04:08 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar,Jackson Ryan	01/11/2024 05:17 PM	Submitted for Approval
Approved	Sreenivas,Mytheli	01/16/2024 11:39 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/17/2024 03:17 PM	College Approval
Revision Requested	Neff,Jennifer	02/14/2024 09:59 AM	ASCCAO Approval
Submitted	Getson,Jennifer L.	02/14/2024 02:55 PM	Submitted for Approval
Approved	Sreenivas,Mytheli	02/15/2024 09:35 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/16/2024 12:54 PM	College Approval
Revision Requested	Steele,Rachel Lea	03/07/2024 09:59 AM	ASCCAO Approval
Submitted	Getson,Jennifer L.	04/08/2024 10:33 AM	Submitted for Approval
Approved	Sreenivas,Mytheli	04/09/2024 07:45 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/09/2024 09:15 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/09/2024 09:15 AM	ASCCAO Approval

SYLLABUS
WGSST 2900
Data Feminism

Spring 2024
3 credit hours
In Person

COURSE OVERVIEW

Instructor Information

Instructor:	Joyce Chen
Pronouns:	she/her
Email address:	chen.1276@osu.edu (preferred contact method)
Office location:	308E Dulles Hall
Office hours:	Thursdays, 1:00-2:00 p.m. and by appointment

Prerequisites

None.

Course description

This course develops the critical tools of inquiry and quantitative analytical methods needed to approach data informed by feminist, racial, ethnic, and social justice perspectives. In today's world, data is power. Thus, to be empowered, feminists need a foundation in data analytics. As modes and methods of data collection expand, we see new mechanisms for exposing injustice. Algorithms allow decisions to be more data-driven and better informed, reducing the potential impact of unconscious bias related to race, ethnicity, gender, and other features of identity. But, algorithms are based predominantly on data created within the context of Western, colonial, capitalist institutions. Algorithms based on inherently biased data can create new pathways to exacerbate historical systems of discrimination and oppression. We utilize intersectional feminist theory to identify power differentials in data science and opportunities for greater equity and inclusion. Class meetings will be split between discussions of theoretical readings and explorations of quantitative methods using Excel.

Course learning outcomes

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

- Interrogate the intersections of gender, race/ethnicity, class, sexual orientation and/or gender identity with the process of collecting, cleanings, sorting, and analyzing data.
- Develop skills in effectively communicating the ubiquity of data in all aspects of life and understand how data-driven processes reproduce social inequities.
- Critique data visualizations that obscure the conditions under which the data are produced and create data visualizations that foreground their arguments and the contexts of their production.
- Analyze data documentation to understand the perspectives embedded in the data and the definitions shaping its output.
- Evaluate the consequences of manual and programmatic human classification schemes.
- Cultivate ethics, responsibility, respect, and empathy through the interrogation of the hidden labor in automated data processes.

General education goals and expected learning outcomes

As part of the Race, Ethnicity and Gender Diversity category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- 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.
  - Describe and evaluate the social positions and representations of categories including race, gender and ethnicity, and possibly others.
  - 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.
  - Analyze how the intersection of categories including race, gender and ethnicity combine to shape lived experiences.
  - Evaluate social and ethical implications of studying race, gender and ethnicity.
- Successful students will recognize and compare a range of lived experiences of race, gender and ethnicity.
  - Demonstrate critical self-reflection and critique of their social positions and identities.
  - Recognize how perceptions of difference shape one's own attitudes, beliefs or behaviors.
  - Describe how the categories of race, gender and ethnicity influence the lived experiences of others.

Students will meet these goals and ELOs in this class by utilizing intersectional feminist theory to identify power differentials in data science and opportunities for greater equity and inclusion. Students will analyze, write, and reflect about the role of power in collecting, constructing, and defining data and how data, in turn, is utilized to perpetuate complex systems of power, both intentionally and unintentionally. Students will interrogate how conventional data practices diminish or magnify disparate impact on minoritized genders and racial/ethnic groups. Students will analyze and discuss how data are created, the limitations of various data sources, and how analysis and interpretation are influenced by systems of power and identities around gender, race, ethnicity, and sexuality.

As part of the Social Sciences category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- 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.

    o Explain basic facts, principles, theories and methods of social and behavioral science.
    o Explain and evaluate differences, similarities and disparities among institutions, organizations, cultures, societies and/or individuals using social and behavioral science.

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

    o Analyze how political, economic, individual or social factors and values impact social structures, policies and/or decisions.
    o Evaluate social and ethical implications of social scientific and behavioral research.
    o Critically evaluate and responsibly use information from the social and behavioral sciences.

Students will meet these goals and ELOs in this class by examining and practicing the critical tools of inquiry and quantitative analytical methods needed to approach data informed by feminist, racial, and social justice perspectives. Students will analyze and discuss how data are created, the limitations of various data sources, and how analysis and interpretation are influenced by systems of power and identities around gender, race, ethnicity, and sexuality.

HOW THIS IN PERSON COURSE WORKS

Mode of delivery: This course is in person as needed. There are no additional required sessions when you must be logged in to Carmen at a scheduled time.

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: Your attendance is based on both your in-class and online activity and participation. The following is a summary of students' expected participation:

- **Participating in in-person for attendance**: **TWICE PER WEEK**
  You are expected to attend each class meeting either in-person. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*
- **Participating in discussion forums**: **ONCE PER WEEK**
  As part of your participation, each week you can expect to post at least once as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- D'Ignazio, Catherine and Lauren F. Klein. 2020. *Data Feminism*. MIT Press. Open access e-book available here.

Recommended/optional

- O'Neil, Cathy. 2016. *Weapons of Math Destruction*. Crown.
- Criado-Perez, Caroline. 2021. *Invisible Women*: *Data Bias in a World Designed for Men*. Abrams Press.

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)

- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- **Computer:** current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **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	POINTS
Discussion Posts	25

Short Paper #1	15
Short Paper #2	15
Research Paper	35
Class Participation	10
Total	**100**

See course schedule below for due dates.

Descriptions of major course assignments

Discussion Posts

Description: Each student will be assigned to submit one discussion post on either Monday/Tuesday or Wednesday/Thursday of each week. These posts should interrogate how race, ethnicity, and gender are represented in data and will be shared (anonymously) in class meetings for additional discussion.
Academic integrity and collaboration: Outside sources and collaboration are permitted without restriction.

Data Visualizations (2)

Description: Select one dataset from the provided list to dive into for the semester. Identify one (of two) issues you would like to explore using these data, related to race, ethnicity, or gender. Create a visualization (or multiple visualizations) that illustrate(s) ONE of your selected issues. Provide a narrative to explain the visualization and how it should be interpreted. Submitted papers should be no more than 3 pages double-spaced. Additional details on grading rubric will be provided.
Academic integrity and collaboration: Outside sources are permitted without restriction. Discussion with peers is permitted but all writing should be original or cited appropriately.

Research Paper

Description: Continuing your focus on the selected dataset, describe key characteristics of the data source, including the population of interest; sampling methodology; scope (respondents, topics, time period). Describe the representativeness of the data relative to the racial, ethnic, and gender composition of the sample relative to the population of interest. Identify potential biases/limitations inherent in the data and how they may influencing our interpretation of the data relative to broader societal trends. Reproduce the two data visualizations from prior assignments, along with at least one additional data visualization that illustrates how the

biases/limitations of the data affect our interpretation. This visualization may be something you generate on your own, or drawn (with appropriate citation) from an external source, either academic or from the popular press. Submitted papers should be no more than 10 pages double-spaced. Additional details on grading rubric will be provided.

Academic integrity and collaboration: Outside sources are permitted without restriction. Discussion with peers is permitted but all writing should be original or cited appropriately.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates. If you would like to request an extension, please contact me in advance of the due date.

Grading scale

100-93%: A
92.9-90%: A-
89.9-87%: B+
86.9-83%: B
82.9-80%: B-
79.9-77%: C+
76.9-73%: C
72.9-70%: C-
69.9-67%: D+
66.9-60%: D
59.9-0%: 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 longer writing 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**.

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

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at http://advocacy.osu.edu/.

University Student Services can be accessed through BuckeyeLink. More information is available here:

https://contactbuckeyelink.osu.edu/

FOR UNDERGRAD COURSES: Advising resources for students are available here: http://advising.osu.edu

FOR GRADUATE COURSES: Contact WGSS Graduate Program Coordinator, Rebekah Sims, for insight into how this how this course fits in with your MA, PhD, or Graduate Minor plan.

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.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

Policy: Religious Holidays, Holy Days and Observances

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.

Lauren's Promise

I PROMISE TO:
- Listen and believe you if someone is threatening you
- Represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking
- Change campus culture that responds poorly to dating violence and stalking

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, by a man she briefly dated on the University of Utah Campus. *We must all take actions to ensure this never happens again.*

Any form of sexual harassment or violence will not be excused or tolerated at The Ohio State University. In cases of sexual harassment or violence, Ohio State will:
- Respond promptly and effectively to sexual assault, relationship violence, and stalking,
- Provide interim measures as necessary
- Provide confidential and non-confidential support resources,
- Conduct a thorough, reliable, and impartial investigation,
- Provide remedies as necessary.

If you are experiencing sexual assault, relationship violence, or stalking, take the following actions:
- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.
- Seek confidential sources of support and help:
  - Counseling and Consultation Service Available 24/7 through the Office of Student Life, ccs.osu.edu, 614-292-5766
  - Medical services through the Office of Student Life Wilce Student Health Center, shs.osu.edu, 614-292-4321

      ○   Legal services through Student Legal Services, Studentlegal.osu.edu, 614.292-5853

OSU's Office of Institutional Equity has established procedures and resources for Sexual Misconduct Response and Prevention. They are detailed here: https://womensplace.osu.edu/sites/default/files/documents/2018/04/Reporting-Resources_Brochure_Columbus.pdf.

Mandatory reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the Ohio State Anonymous Reporting Line.

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 Greeneville 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

Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

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. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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 reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	January 9 January 11	**Introduction** • *Data Feminism*, Introduction. • Video: Invisible Women.
2	January 16 January 18	**Data for Humanists** - How is data created? What are the limitations of various data sources? • Schoch, Christof. 2013. "Big? Smart? Clean? Messy? Data in the Humanities." *Journal of Digital Humanities*. 2(3). • Owens, Trevor. 2011. "Defining Data for Humanists: Text, Artifact, Information or Evidence?" *Journal of Digital Humanities*. 1(1).
3	January 23 January 25	**Examining Power and Data** - What is the role of power in collecting, constructing, and defining data? How does data, in turn, utilized to perpetuate complex systems of power, both intentionally and unintentionally? • *Data Feminism*, Chapter 1. • Tacheva, Zhasmina. 2022. "Taking a critical look at the critical turn in data science: From "data feminism" to transnational feminist data science." *Big Data & Society*. 9(2), July-December. • Kitchin, Rob. and Tracey Lauriault. 2014. "Towards critical data studies: Charting and unpacking data assemblages and their work."
4	January 30 February 1	**Working with and Interrogating Data #1** **How Are Race, Ethnicity, and Gender Represented, or Not?**
5	February 6 February 8	**Challenging Power and Processes** - How do we interrogate conventional data practices to mitigate disparate impact on minoritized genders and racial/ethnic groups? What are the differences between race and ethnicity, and how are those differences represented (or not represented) in data? • *Data Feminism*, Chapter 2. • Lupi, Giorgia. "Data Humanism, The Revolution will be Visualized." • Thatcher, Jim, David O'Sullivan and Dillon Mahmoudi. 2016. "Data colonialism through accumulation by dispossession: New

Week	Dates	Topics, Readings, Assignments, Deadlines
		metaphors for daily data." *Environment and Planning: Society and Space*. 34(6), 990-1006. • Pineda-Moncusí, M., Allery, F., Delmestri, A. et al. 2024. "Ethnicity data resource in population-wide health records: completeness, coverage and granularity of diversity." *Scientific Data*. 11, 221
6	February 13 February 15	**Objectivity and Subjectivity** or **Data ≠ Truth** - How does the assumption of a "default" (e.g., male, white, cis, het) affect our approach to data? • *Data Feminism*, Chapter 3. • Yagoda, Ben. "Your Lying Mind." *The Atlantic*. September 2018. • Sunstein, Cass. "Overcoming Cognitive Bias with Algorithms." Blog of the American Philosophical Association. **Data Visualization #1 DUE**
7	February 20 February 22	**The Evaluation Problem** - How are analysis and interpretation influenced by systems of power and identities around gender, race, ethnicity, and sexuality? • Popper, Nathaniel. "Causal Inference: A Guide for Policymakers." Simons Institute White Paper. 2022. • Metcalf, Jacob and Kate Crawford. 2016. "Where are human subjects in Big Data research? The emerging ethics divide." *Big Data & Society*. January-June.
8	February 27 February 29	**Binaries and Hierarchies** - What are the social constructions, positions, and representations of identity categories, that affect how we perceive and study gender, race, ethnicity, sexual orientation, and gender identity? • *Data Feminism*, Chapter 4. • Harrison-Quintana, Jack, Jaime M. Grant and Ignacio G. Rivera. 2015. "Boxes of Our Own Creation: A Trans Data Collection Wo/Manifesto." *Transgender Studies Quarterly*. 2(1), 166-174. • Kauh, Tina J., Jen'nan Ghazal Read and A. J. Scheitler. 2021. "The Critical Role of Racial/Ethnic Data Disaggregation for Health Equity." *Population Research and Policy Review*. 40, 1-7.
9	March 5 March 7	**Pluralism** - What are some of the challenges of capturing intersectionality and intersectional experiences in traditional data analysis? • *Data Feminism*, Chapter 5. • (Dis)location/Black Exodus. Anti Eviction Mapping Project.

Week	Dates	Topics, Readings, Assignments, Deadlines
		• Desmond, Matthew and Car Gershenson. 2017. "Who gets evicted? Assessing individual, neighborhood, and network factors." *Social Science Research*. 62, 362-377. • Welles, Brooke Foucault. 2014. "On minorities and outliers: The case for making Big Data small." *Big Data & Society*. April-June.
		**March 12 and March 14 – SPRING BREAK**
10	**March 19** **March 21**	**Working with and Interrogating Data #2** "Which Chart or Graph is Right for You?" Tableau.
11	**March 26** **March 28**	**Algorithmic Bias** - What boundaries can and/or should exist around data? What is the role of consent in datafication and data analytics? • No Class Meeting 3/26, watch Coded Bias (available on Netflix). • Obermeyer, Ziad, Brian Powers, Christine Vogeli, and Sendhil Mullainathan. 2019. "Dissecting racial bias in an algorithm used to manage the health of populations." *Science*. 366(6464), 447-453.
12	**April 2** **April 4**	**Contextualizing Data and Analysis** - How is analysis and interpretation affected by the creation of data within the context of Western, colonial, capitalist institutions? • *Data Feminism*, Chapter 6. • Dastin, Jeffrey. "Amazon scraps secret AI recruiting tool that showed bias against women." Reuters. October 10, 2018. • Bhavsar, Pratik. 2018. "Making Amazon Hiring AI Unbiased." Medium. **Data Visualization #2 DUE**
13	**April 9** **April 11**	**Data as Visibility** - How does being different from the default othering, both socially and analytically? • *Data Feminism*, Chapter 7. • Giest, Sarah and Annemarie Samuels. 2020. "'For good measure': data gaps in a big data world." *Policy Sciences*. 53, 559-569.
14	**April 16** **April 18**	**Flash Presentations**
		**April 24 – RESEARCH PAPER DUE**

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)*

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)*

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)*

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.

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.

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)*

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)*

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)*

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.

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)*

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)*

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)*

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)*

List of Departmental Concurrence Sought for WGSST 2900: Data Feminism

- Economics
- Geography
- Political Science
- Sociology
- Statistics

Dear Jackson,

After discussion, the Department of Statistics is happy to give their concurrence to this request.

Best regards,
Yoonkyung Lee and Yuan Zhang
Curriculum Committee, Department of Statistics

From: Hans, Christopher <hans@stat.osu.edu>
Sent: Wednesday, December 6, 2023 12:39
To: Stotlar, Jackson <stotlar.1@osu.edu>; Scott, Jean <scott.961@osu.edu>
Cc: Lee, Yoonkyung <yklee@stat.osu.edu>; Zhang, Yuan <yzhanghf@stat.osu.edu>; Kaizar, Elly <kaizar.1@osu.edu>
Subject: Re: Concurrence request for WGSST 2900: Data Feminism

Dear Jackson,

Thank you for you contacting us about the proposed course. I have cc'd the co-chairs of our department's curriculum committee, Yoon Lee and Yuan Zhang. We will review the proposal and get back to you as soon as we can (and thank you for the small deadline extension at this busy time of year!).

Best,
Chris

THE OHIO STATE UNIVERSITY

Christopher Hans
Associate Professor
Vice Chair for Undergraduate Studies and Administration
Department of Statistics

From: Stotlar, Jackson <stotlar.1@osu.edu>
Date: Wednesday, December 6, 2023 at 12:34 PM
To: Hans, Christopher <hans@stat.osu.edu>, Scott, Jean <scott.961@osu.edu>
Subject: Concurrence request for WGSST 2900: Data Feminism

Good afternoon Dr. Hans and Jean,

I'm reaching out today on behalf of the Women's, Gender and Sexuality Studies curriculum committee and faculty instructor Dr. Joyce Chen. We're seeking concurrence from Statistics on a new course, WGSST 2900: Data Feminism. This course will fulfill the REGD and Social Science requirements of the new GE. Attached is the sample syllabus and a concurrence form for your convenience. Given the end of the semester, we're slightly extending the two-week response request window from Dec. 20 to Dec. 22.

Please let me know if I can provide any additional information and thank you for your partnership.

Best,
Jackson

THE OHIO STATE UNIVERSITY

Jackson Stotlar
Outreach & Curricula Senior Specialist

The Ohio State University
College of Arts & Sciences
Department of Women's, Gender & Sexuality Studies
286K University Hall
280 N. Oval Mall, Columbus, OH 43210
614-292-1268 Office
wgss.osu.edu

Pronouns: he/him / Honorific: Rev.

Jackson,

Sociology concurs.

Doug Downey

Doug Downey (he/him/his)
Distinguished Professor of Arts and Science
Director of Undergraduate Studies
College of Arts and Sciences
126 Townshend Hall, 1885 Neil Ave., Columbus, OH 43210
614-292--6681 Office
downey.32@osu.edu / https://sociology.osu.edu/people/downey.32

From: Stotlar, Jackson <stotlar.1@osu.edu>
Sent: Wednesday, December 6, 2023 12:38 PM
To: Downey, Douglas <downey.32@osu.edu>
Subject: Concurrence request for WGSST 2900: Data Feminism

Good afternoon Dr. Downey,

I'm reaching out today on behalf of the Women's, Gender and Sexuality Studies curriculum committee and faculty instructor Dr. Joyce Chen. We're seeking concurrence from Sociology on a new course, WGSST 2900: Data Feminism. This course will fulfill the REGD and Social Science requirements of the new GE. Attached is the sample syllabus and a concurrence form for your convenience. Given the end of the semester, we're slightly extending the response request window from Dec. 20 to Dec. 22.

Please let me know if I can provide any additional information and thank you for your partnership.

Best,
Jackson

THE OHIO STATE UNIVERSITY

Jackson Stotlar

Outreach & Curricula Senior Specialist

The Ohio State University
College of Arts & Sciences
Department of Women's, Gender & Sexuality Studies
286K University Hall
280 N. Oval Mall, Columbus, OH 43210
614-292-1268 Office
wgss.osu.edu

Pronouns: he/him / Honorific: Rev.

Hi Jackson,

The Department of Political Science is happy to offer our concurrence, this looks like a great course!

And please let Joyce know I said hi!

Vlad Kogan

From: Stotlar, Jackson <stotlar.1@osu.edu>
Sent: Wednesday, December 6, 2023 12:44 PM
To: Smith, Charles William <smith.3280@polisci.osu.edu>; Kogan, Vladimir <kogan.18@osu.edu>
Subject: Concurrence request for WGSST 2900: Data Feminism

Good afternoon Dr. Kogan and Charles,

I'm reaching out today on behalf of the Women's, Gender and Sexuality Studies curriculum committee and faculty instructor Dr. Joyce Chen. We're seeking concurrence from Political Science on a new course, WGSST 2900: Data Feminism. This course will fulfill the REGD and Social Science requirements of the new GE. Attached is the sample syllabus and a concurrence form for your convenience. Given the end of the semester, we're slightly extending the response request window from Dec. 20 to Dec. 22.

Please let me know if I can provide any additional information and thank you for your partnership.

Best,
Jackson

THE OHIO STATE UNIVERSITY

Jackson Stotlar
Outreach & Curricula Senior Specialist

The Ohio State University
College of Arts & Sciences
Department of Women's, Gender & Sexuality Studies
286K University Hall
280 N. Oval Mall, Columbus, OH 43210
614-292-1268 Office
wgss.osu.edu

Pronouns: he/him / Honorific: Rev.

Good morning Jackson,

Geography gives their concurrence! Good luck with the new course!

Have a wonderful weekend!

-Jana

Dr. Jana Houser
Director of Undergraduate Studies
Associate professor of meteorology.
Atmospheric sciences program.
Department of geography.
The Ohio State University
Columbus, OH

From: Stotlar, Jackson <stotlar.1@osu.edu>
Sent: Wednesday, December 6, 2023 12:36 PM
To: Houser, Jana <houser.262@osu.edu>
Subject: Concurrence request for WGSST 2900: Data Feminism

Good afternoon Dr. Houser,

I'm reaching out today on behalf of the Women's, Gender and Sexuality Studies curriculum committee and faculty instructor Dr. Joyce Chen. We're seeking concurrence from Geography on a new course, WGSST 2900: Data Feminism. This course will fulfill the REGD and Social Science requirements of the new GE. Attached is the sample syllabus and a concurrence form for your convenience. Given the end of the semester, we're slightly extending the response request window from Dec. 20 to Dec. 22.

Please let me know if I can provide any additional information and thank you for your partnership.

Best,
Jackson

THE OHIO STATE UNIVERSITY

Jackson Stotlar
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Pronouns: he/him / Honorific: Rev.

Good afternoon Dr. Ye and Sydneigh,

I'm reaching out today on behalf of the Women's, Gender and Sexuality Studies curriculum committee and faculty instructor Dr. Joyce Chen. We're seeking concurrence from Economics on a new course, WGSST 2900: Data Feminism. This course will fulfill the REGD and Social Science requirements of the new GE. Attached is the sample syllabus and a concurrence form for your convenience. Given the end of the semester, we're slightly extending the two-week response request window from Dec. 20 to Dec. 22.

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