

## Term Information

Effective Term Autumn 2024  
*Previous Value* Spring 2024

## Course Change Information

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

We request addition of GE Foundations: Race, Ethnicity, and Gender Diversity status to this course.

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

Given the focus of the course on Asian Americans and their culture and heritage, we feel that addition of REGD status would be a natural fit for the course and hopefully will also help increase the course's visibility among students seeking to fulfill GE requirements.

### 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)?

There should be no administrative implications to existing programs in either the Center for Ethnic Studies or Comparative Studies.

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	Ethnic Studies
Fiscal Unit/Academic Org	Center for Ethnic Studies - D0205
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2321
Course Title	Introduction to Asian American Studies
Transcript Abbreviation	Intr Asian Amer St
Course Description	Introduction to how Asian Americans as a whole and as specific ethnic groups have been racialized throughout U.S. history; examination of diverse Asian American experiences, cultural practices, and political viewpoints through gender, sexuality, class, immigrant status, dis/ability, and other social differences.
<i>Previous Value</i>	<i>Introduction to Asian American studies; history, experiences, and cultural production of Americans of Chinese, Japanese, Korean, South Asian, Filipino, and Southeast Asian ancestry.</i>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites** Prereq: English 1110.XX, or GE foundation writing and info literacy course.  
**Exclusions** Not open to students with credit for CompStd 2321.  
**Electronically Enforced** No

## **Cross-Listings**

**Cross-Listings** Cross-listed with CompStd.

## **Subject/CIP Code**

**Subject/CIP Code** 30.9999  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

General Education course:  
Culture and Ideas; Social Diversity in the United States; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity  
The course is an elective (for this or other units) or is a service course for other units

### ***Previous Value***

*General Education course:*  
*Culture and Ideas; Social Diversity in the United States; Historical and Cultural Studies*  
*The course is an elective (for this or other units) or is a service course for other units*

## **Course Details**

**Course goals or learning objectives/outcomes**

- This course provides an introduction to Asian American Studies by examining some of the main themes and historical events that the field has focused on since it emerged in the late 1960s.
- Through academic texts, literature, graphic narratives, films, and other visual artifacts, students will consider a variety of topics: Chinese immigration/exclusion, Japanese American internment, post-1965 immigration, the "model minority" myth, etc.
- Throughout the course, students will remain attentive to the ways that race and ethnicity intersect with class, gender, sexuality, dis/ability, location, and other social differences to produce the heterogeneous imaginary known as "Asian America."

**COURSE CHANGE REQUEST**  
2321 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/18/2024

**Content Topic List**

- America
- United States
- Asian American
- Asian
- Ethnicity
- History
- Culture
- Ethnic studies
- American studies

**Sought Concurrence**

Yes

**Attachments**

- ge-foundations-submission\_CS2321.pdf  
*(GEC Model Curriculum Compliance Stmt. Owner: Spitulski, Nicholas M)*
- CS2321\_Syllabus\_REGD\_proposal-rev20240103.docx  
*(Syllabus. Owner: Spitulski, Nicholas M)*
- Re\_COMPSTD\_ETHNSTD 2321 GE REGD Submission.pdf  
*(Concurrence. Owner: Spitulski, Nicholas M)*

**Comments**

- Comparative Studies will be submitting their mirrored entry for cross-listing shortly. *(by Spitulski, Nicholas M on 01/03/2024 02:46 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Spitulski, Nicholas M	01/03/2024 02:46 PM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	01/03/2024 02:49 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/18/2024 03:08 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/18/2024 03:08 PM	ASCCAO Approval

## Comparative Studies 2321: Introduction to Asian American Studies [Semester]

Time: 80 min x 2 days/week

Location: TBD

Class number: TBD

Prof. Martin Joseph (Joe) Ponce (he/him)

Associate Professor, English

Email: [ponce.8@osu.edu](mailto:ponce.8@osu.edu)

Office: 545 Denney Hall

Office hours: day and time, and by appointment

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### Land Acknowledgment

Adapted from the [Center for Belonging and Social Change](#) and the [Department of English](#):

We acknowledge that 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. Thousands of years ago, Indigenous peoples made this region a center of trade, culture and innovation in astronomy, geography, mathematics and engineering, attracting visitors from across North America. The large-scale geometric, boundary and effigy earthworks still visible in the region bear witness to its historical importance.

The university currently resides on land ceded to the United States in the 1795 Treaty of Greenville, signed by leaders of the Wyandotte, Delaware, Shawnee, Ottawa, Chippewa, Potawatomi, Miami, Eel River, Wea, Kickapoo, Piankashaw, and Kaskaskia tribes. The Federal Government then forcibly removed the tribes whose ancestral territory this land was through the Indian Removal Act of 1830. There are currently no federally-recognized American Indian tribes in the State of Ohio.

Today, individuals from a broad range of Indigenous backgrounds call Columbus and Central Ohio home, and the region continues to serve as a site of Indigenous exchange, innovation, artistic expression and scientific knowledge. We honor the resiliency of these tribal nations and recognize the historical contexts that have affected and continue to affect the Indigenous peoples of this land.

Such contexts include the fact that OSU is a “[land-grab](#)” beneficiary of the Morrill Act of 1862. Through this law, the federal government provided Ohio 630,000 acres of “public domain” land—that is, ceded and unceded Native land—in other states. Proceeds from the sale of those lands were used to establish OSU.

As a field that emerged through the cross-racial and internationalist Third World liberation movements of the 1960s and 70s, Ethnic Studies continues to grapple with histories of settler colonialism and its intertwining with Indigeneity, chattel slavery, immigration, and refugeehood.

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## Course Description and Overview

This course provides an introduction to Asian American Studies by examining some of the main themes, historical events, and critical frameworks that the field has focused on and developed since it emerged in the late 1960s. In doing so, the course focuses significant attention on how Asian Americans have been racialized in the United States and through U.S. imperialism abroad; how “ethnicity” has come to imply “national origin” within the field in order to mark the diversity of Asian Americans; and how gender (along with sexuality and class) has been integral to constituting Asian American racial and ethnic differences. We will begin with the Asian American movement and its role in creating Asian American Studies as an academic field of inquiry during the late 1960s and 70s. Through readings and viewings of scholarly texts (history, social science, cultural criticism) and cultural production (literature, films, other visual artifacts), we will then consider a wide range of topics that extend from the 19<sup>th</sup> century to the present. These include early Chinese, South Asian, Filipinx, and Japanese labor migrations; Japanese American internment and incarceration during WWII; U.S. colonialism and imperialism in the Philippines, Korea, and Vietnam and their complex aftermaths; post-1965 immigration and the “model minority” image; the impact of 9/11/2001 on (South) Asian American racialization; the complexities of multiracial and LGBTQ+ identities; the politics of interracial desires and relationships; Asian American disability studies’ engagement with mental health; and contemporary Asian American racialization in relation to Latinx immigration and (anti-)Blackness. Throughout the course, we will remain attentive to the ways that race and ethnicity intersect with class, gender, sexuality, dis/ability, location, and other social differences to produce the heterogeneous imaginary known as “Asian America.”

Credit hours from this course may be counted toward the following General Education categories: GEN Foundations: Race, Ethnicity and Gender Diversity, GEN Foundations: Historical and Cultural Studies, GEL Cultures and Ideas, and GEL Diversity: Social Diversity in the U.S.

### Asian American Studies Minor

This course counts toward the Asian American Studies minor. To learn more about the minor or the Asian American Studies Program more generally, visit the [website](#) or contact the director, [Professor Pranav Jani](#).

### GE Foundations: 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 Outcomes

Successful students are able to:

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

- 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

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

#### Expected Learning Outcomes

Successful students are able to:

- 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

### **GE Foundations: Historical and Cultural Studies**

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

Expected learning outcomes - Historical Studies: Successful students are able to

1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.
4. Evaluate social and ethical implications in historical studies.

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

Expected learning outcomes - Cultural Studies: Successful students are able to

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

### **GE (Legacy) Cultures and Ideas**

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

Expected learning outcomes:

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

### **GE (Legacy) Diversity: Social Diversity in the U.S.**

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected learning outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

We will address the GE goals and Expected Learning Outcomes in the following ways:

- by examining how Asian Americans have been racialized and gendered through colonial, imperial, and state policies and practices; global capitalist economies; interpersonal interactions; and cultural representations
- by examining how those structural systems influence the perceptions, lived experiences, and life chances of Asian Americans
- by examining how the meanings of “Asian American” as a racial identity and of specific Asian ethnicities have been formed comparatively in relation to whiteness and other people of color
- by examining how race, ethnicity, and gender intersect with other social categories (such as class, sexuality, and location) to shape conditions of oppression and privilege
- by examining how racialized images and policies of Asian Americans have surfaced and been put to political use in specific historical and economic contexts
- by examining how the meanings ascribed to particular Asian ethnic groups have changed over time and in particular circumstances
- by examining how Asian American literature, film, and other cultural production has represented and mediated—through a variety of formal and aesthetic mechanisms—their lived experiences, cultural practices, and ideological viewpoints
- by examining how Asian Americans have negotiated their racial positionings in the U.S., resisted anti-Asian discrimination and violence, and invented various forms of survival, solidarity, and community

In addition, students will be given opportunities:

- to reflect on their own assumptions about Asian Americans and why and how they believe what they believe

- to reflect on their prior knowledge of Asian American history and culture and why and how they have come to know what they know (or don't know)
- to reflect on why studying categories of race, ethnicity, and gender is ethically and politically important
- to practice their critical reading, viewing, writing, and thinking skills
- to practice self-reflexive critical reading, writing, and speaking, particularly when engaging with minoritarian cultural production

### Required books (available at OSU bookstore and others)

- Mohsin Hamid, *The Reluctant Fundamentalist* (2007)
- Julie Otsuka, *When the Emperor was Divine* (2002)
  - Note: These are also on 1-day reserve at Thompson library.

### Required other texts

The texts marked as pdfs or linked to the web are accessible from the Syllabus section on Carmen (also the Home page). Please bring copies of those texts to class when we're scheduled to discuss them (as noted below, electronic versions of texts are fine).

Note that all material is copyrighted and is strictly for educational use within this course only. All assignments, quizzes, worksheets, PowerPoints, etc. are also to be used solely for this course. Please do not reproduce, post online, or otherwise distribute any of the course materials—including this syllabus—in any other contexts without my permission.

Secondary texts. The texts marked as “secondary” are recommended reading. Class time permitting, I will go over the principal points in those texts that I want us to consider. I have included these materials on the syllabus so that you have ample opportunities to engage with a wide range of secondary—especially scholarly—sources. You may use those sources for your discussion posts, formal papers, and final exam (see below). If you're running short on time, focus on the primary text(s) for that day. But be sure to return to the secondary texts when you get the chance. For strategies on engaging with this material, see the “Tips for Reading Secondary Sources” Page on Carmen.

### Attendance and absence policy

Attendance is mandatory. Please make every effort to come to each class having read, viewed, and reflected on the materials for that day. Our meetings will involve small and large-group discussions in addition to lectures. Our goal will be to produce knowledge collaboratively in the classroom.

Continuous engagement with this course is essential to learning the material. I will take attendance at each class. *More than two (2) unexcused absences will detrimentally affect your final grade.* Each absence after the second will result in a 1/3 deduction from your final grade (e.g., B to B-; C+ to C). Consistent lateness to class will constitute one or more absences, depending on how late and how frequent.

Common excused absences that would not count against your two “free” days include, but are not limited to, the following:

- Illness, physical or mental, or injuries of the student or a student's dependent
- Situations covered by Title IX, including medical conditions related to pregnancy



- Participation in intercollegiate athletic events and other university-affiliated academic events
- Subpoenas
- Jury duty
- Military service
- Bereavement, including related travel
- Religious observances

The bottom line: Please communicate with me by email regarding any absences that you know about beforehand (which may or may not be “excused”) and any unexpected absences that require my attention, including for COVID-related reasons. Although emailing me about your situation does not in itself make an absence “excused,” we can work together to come up with reasonable and appropriate accommodations, if necessary.

### **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.

### **Accessibility**

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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## COVID-19

General information about COVID-19 protocols at OSU is on the [Safe and Healthy Buckeyes](#) website. For the purposes of this class, note the policies regarding what to do if you test positive for or have been exposed to COVID-19 on the [“Contact Tracing, Isolation, and Quarantine”](#) page.

## Mental health services

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 your 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 are or someone you know is 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 this [page](#) 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. 24-hour emergency help is also available by **dialing 988** to reach the Suicide and Crisis Lifeline or by visiting this [page](#).

## Additional campus resources

Here are some additional campus resources should you experience academic, financial, emotional, or other personal difficulties during the semester. You’re welcome to talk to me as well, and I will put you in touch with the appropriate office.

- [Center for Belonging and Social Change](#)
- [LGBTQ at Ohio State](#)
- [Office of Diversity and Inclusion](#)
- [Office of Institutional Equity](#)
- [Student Advocacy Center](#)
- [Student Wellness Center](#)
- [Title IX office](#)
- [The Women’s Place](#)

## Fair warning and mutual respect

Some of the material in this course contains portrayals of racial, colonial, and sexual violence, sexually explicit scenes, adult language, and other potentially unsettling elements. If needed, please take care of yourself while reading/watching this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766). If you continuously experience serious discomfort while engaging with the content as the course proceeds, please contact me.

Given the potentially controversial, volatile, and sensitive nature of the texts and topics we will discuss, I ask that you be respectful of your peers’ perspectives and ideas. Debate and disagreement are fine and inevitable; personal attacks are not. Failure to show respect to each other may result in dismissal from the class.

### Diversity and inclusion

Our efforts to create an inclusive learning environment align with the university's general statement on diversity and inclusion: "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."

### Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity: Online reporting form at [equity.osu.edu](http://equity.osu.edu); call 614-247-5838 or TTY 614-688-8605; or email [equity@osu.edu](mailto:equity@osu.edu).

### Technology in the classroom

Please refrain from using cell phones, tablets, laptops, and other electronic devices during class—with a few exceptions: 1) for engaging with electronic versions of the readings, 2) for taking notes in class, and 3) and/or for conducting internet research or other online, in-class activities. If I notice that you are using an electronic device for non-classroom purposes, I reserve the right to request that you put it away. *Audio and visual recording of class lectures, discussions, or other activities is strictly prohibited unless you receive permission from me and anyone else who may be recorded.*

### E-mail policy

I try to answer emails within 24 business hours (i.e., not including Saturday and Sunday). This means that if you wish to schedule an appointment with me outside of office hours, you will need to email me at least 48 hours beforehand.

In turn, I expect that you *check your OSU email account daily* and make sure that your Carmen settings forward messages to that account if you don't check your Carmen inbox regularly. Occasionally, I will send Carmen messages or emails to the whole class. You should read those emails and respond to them if necessary.

In addition, your emails to me should be written in a professional manner by including an address (e.g., “Prof. Ponce”), using complete and grammatically coherent sentences, and signing off with a valediction and signature.

Finally, if you write with a request, and I respond, I expect that you acknowledge receipt of my message. Email is a form of professional communication, and you should follow these basic conventions for all of your official OSU correspondence. I will return the courtesy.

### Office hours

I will be holding office hours in-person and on Zoom on [day and time], and by appointment. You are welcome to see me in-person in 545 Denney. Depending on health conditions, I may ask that you wear mask in my office (I will also be wearing one). Alternatively, you can sign on to the recurring Zoom link for office hours which is at the top of the Syllabus page on Carmen.

Both in-person and virtual meetings are “drop-in” office hours in the sense that you do not need to schedule an appointment with me beforehand. However, if you do know in advance that you plan to visit my office hours, it helps for scheduling purposes to send me an email letting me know. To avoid having to wait in line, you may wish to email me in advance that you’re coming.

Please do not share the Zoom link beyond the members of this course. You are welcome to contact me via email or after class to set up an appointment at another time.

### Academic misconduct and plagiarism

Official OSU statement: 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/>.

My version: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University’s [Code of Student Conduct](#) (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. According to the Code, “Plagiarism is the representation of another’s work or ideas as one’s own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Ignorance of the University’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the [Code of Student Conduct](#) and, specifically, the sections dealing with [academic misconduct](#).

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.

### **Artificial intelligence and academic integrity**

Official OSU statement: There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all undergraduate, graduate, and professional students.

My version: Since one of the course goals emphasizes the importance of critical reading and writing skills as much as comprehension of conceptual ideas related to Asian American studies, I hope you will view the informal and formal assignments described below as opportunities for you to practice those skills by doing them on your own—that is, without the assistance of ChatGPT or other generative AI (artificial intelligence) LLMs (large language models)—and as ongoing occasions to cultivate your own critical and creative voice. I'm happy to discuss your writing with you during office hours or at another more convenient time.

Because AI-generated text is not as easily identifiable or provable as word-for-word plagiarism, I do not intend to spend time trying to determine whether the assignments you submit have been written by yourself, by an LLM, or with the aid of an LLM. Ultimately, I hope you will indulge in the aesthetic, emotional, intellectual, ethical, and embodied *experience* of reading, viewing, reflecting on, and writing about the materials you will encounter this semester.

### **Class cancellation policy**

In the unlikely event of class cancellation due to emergency, I will notify you via email and let you know what will be expected of you for our next class meeting.

### **Syllabus changes**

This syllabus is subject to change. Any alterations will be announced in class and on Carmen. It is your responsibility to keep abreast of any changes to the schedule.

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## Assignments and Grading

### Participation and Community Agreement

As noted above, your ongoing engagement with the content through in-class (and online) participation is crucial to the success of this course. Educational research shows that student learning is enhanced through active involvement in the classroom with peers and with the material. Moreover, to implement the university's aim of "affirm[ing] the importance and value of diversity of people and ideas," it is necessary to provide opportunities for those diverse ideas to enter the conversation.

Toward those ends, I am asking you to contribute *at least once a week* to the ongoing class conversation around race, ethnicity, gender, and other social differences in the context of Asian American studies. You may fulfill the participation requirement by: 1) speaking thoughtfully during full-class discussions; 2) contributing thoughtfully to small-group discussions; 3) responding respectfully and thoughtfully to your peers' discussion posts on Carmen; 4) presenting your discussion post (see below) in class.

Given the size of this class, I am asking you to keep track of and self-report each week your contributions through the Participation Check-in assignments on Carmen. These will be due by Friday at noon. You may also use this space to contextualize your participation for the past week, commenting on any conditions (e.g., specific topics raised, personal circumstances, classroom dynamics) that influenced your contributions (or lack thereof). You do not need to divulge deeply personal or private information in your responses, but you are encouraged to use these weekly reports as opportunities for ongoing self-assessments across the semester. Doing so will also give me a sense of what is working and what needs adjustment in the classroom environment.

During the first couple weeks, we will collaborate on a Community Agreement that will broadly define our goals for the classroom experience and outline the values, norms, and guidelines for achieving those goals.

### In-class work: Quizzes, responses, worksheets

Be prepared to encounter occasional short quizzes or brief writing exercises at the start of class periods. These are meant to ensure that you are keeping up with the reading and will also be used to jumpstart class discussion. Because we go over the answers immediately afterward, quizzes cannot be made up if you are absent. They are scored and contribute to the in-class portion of your final grade. In-class responses may be accepted late if you have an excused absence. They are marked complete or incomplete and contribute to the in-class portion of your final grade.

Worksheets with broad questions about the assigned materials are used in class as prompts for small-group discussion. These assignments are meant to serve several purposes: to ensure that you are keeping up with and comprehending the material; to give you space to take directed notes and to articulate your critical reflections on the material and receive credit for doing so; and to provide you with a running record of the extensive Asian American studies content—especially those revolving around race, ethnicity, and gender—covered over the course of the semester. The worksheets can also demonstrate that you've been keeping up with the coursework in case you have to be absent for a period of time or need to quarantine due to COVID-19. You may also use your notes and reflections as starting points for your formal papers (see below).

The worksheets are due by the class period after we have finished discussing that unit. Points will be deducted for late submissions beyond a one-week grace period. They will be graded

with a light touch, meaning that I will not penalize your responses unless they are factually incorrect, way off base, or significantly incomplete.

### Two discussion posts/presentations

Over the course of the term, you are required to write two posts on the appropriate Carmen discussion board thread. Each post should be about a paragraph long (6-7 sentences) and engage with the material for that day's class by focusing on a significant theme or issue related to race, ethnicity, and/or gender that you find interesting and/or that connects with what we have been discussing. Your posts should seek to demonstrate analytical thoughtfulness and reflection. Be specific and quote directly from the text(s) when necessary. On your assigned day, you will read or paraphrase your post in class as a means of opening up discussion. Both your written post and presentation should pose a question or two for the class to consider. **The posts are due by 8:00 a.m. on your assigned dates.**

In order to distribute these evenly across the semester, I will ask you to choose three dates at the start of the semester and then will collate your preferences accordingly. You will be responsible for writing only two posts.

### Paper 1

This 3-4 page paper (1000-1200 words) will focus on framing a close analysis of a primary text on the syllabus using a secondary source. In addition to practicing critical writing skills, it will be geared toward addressing the first GE objective: "Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others" (ELO 1.1). You may use the work you did for a discussion post as a starting point for your paper, as long as you don't self-plagiarize. I will provide more specific guidelines on the "Paper 1" page on Carmen as the due date approaches. Two points will be deducted from your grade for each day your paper is submitted late.

### Paper 2

This 4-5 page paper (1300-1500 words) will focus on performing an intersectional analysis that examines the representation of gender and race/ethnicity (and possibly other social categories) in a primary text on the syllabus (that you didn't write about in your first paper) using secondary sources. In addition to practicing critical writing skills, it will be geared toward addressing the third GE objective: "Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences" and cultural representations (ELO 1.3). You may use the work you did for a discussion post as a starting point for your paper, as long as you don't self-plagiarize. I will provide more specific guidelines on the "Paper 2" page on Carmen as the due date approaches. Two points will be deducted from your grade for each day your paper is submitted late.

### Take-home final exam

The take-home final exam, which is designed to be more like a review and self-reflection exercise than an exam *per se*, will consist of two parts: 1) multiple choice and short answer questions about course content covering the entire semester; 2) a short essay in which you are asked to demonstrate your ability to meet some of the other GE Race, Ethnicity and Gender Diversity goals. This second part will focus especially on explaining the implications of studying race, gender, and ethnicity (1.4); demonstrating critical self-reflection of your own identities (2.1); and recognizing

how perceptions of difference have shaped your own attitudes, beliefs, or behaviors (2.2). I will provide more specific guidelines on the “Final Exam” page on Carmen as the due date approaches. Your final exam grade will drop by 1/3 for each day it is submitted late.

### Extra credit

You may receive extra credit for attending and writing a brief report about a campus event that revolves around Asian American or other race/ethnicity issues. I will announce these events in class as I learn of them. For more information, consult the “Extra Credit” Assignment page on Carmen.

### Grade breakdown

- Participation: 5%
- Quizzes, worksheets, and other in-class work: 15%
- 2 discussions posts/presentations: 10% (5% each)
- Paper 1: 20%
- Paper 2: 25%
- Final exam: 25%

### 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)

## I. Origins and Orientations of Asian American Studies

### 1. The Asian American Movement and Asian American Studies

Questions: What was the Asian American movement, and how has it influenced Asian American studies as an interdisciplinary field? What conditions led to the construction of *Asian American* as a panethnic political identity and coalitional formation during the late 1960s? What are some of the key analytical frameworks and sites of debate that have developed in Asian American studies since then? How have the terms *race*, *ethnicity*, and *gender* been defined and used as categories of analysis in Asian American studies? How were Asian American heterosexual women, lesbians, and



gay men treated in the movement? How did they seek to reconcile their racial, gender, and sexual identities and political commitments?

### Week 1, day 1

- Introduction to course content, policies, assignments
- In-class screening: excerpt from *Asian Americans: Generation Rising*, episode 4 (PBS, 2020). [OSU Library; 22:42-40:32]

### Week 1, day 2

- Daryl Joji Maeda, “Documenting the Third World Student Strike, the Antiwar Movement, and the Emergence of Second-Wave Feminism from Asian American Perspectives,” in *The Cambridge History of Asian American Literature*, ed. Rajini Srikanth and Min Hyoung Song (Cambridge: Cambridge University Press, 2015), 221-36. [pdf]
- Selections from *Keywords for Asian American Studies*, ed. Cathy Schlund-Vials, Linda Trinh Võ, and K. Scott Wong (New York: New York University Press, 2015). [pdf]
  - Rick Bonus, “Ethnicity” (78-81)
  - Judy Tzu-Chun Wu, “Gender” (105-109)
  - Junaid Rana, “Race” (202-207)
- Secondary:
  - Trinity A. Ordone, “Asian Lesbians in San Francisco: Struggles to Create a Safe Space, 1970s-1980s,” in *Asian/Pacific Islander American Women: A Historical Anthology*, ed. Shirley Hune and Gail M. Nomura (New York: New York University Press, 2003), 319-34. [pdf]
  - Daniel C. Tsang, “Slicing Silence: Asian Progressives Come Out,” in *The Movement and the Moment: History through Word and Image 1965-2001*, ed. Steve Louie and Glenn K. Omatsu (Los Angeles: UCLA Asian American Studies Center Press, 2001), 221-39. [pdf]

## **II. Early Labor Migrations: Exclusion, Alienage, and Incarceration between Empires**

### **2. Chinese Immigration and Exclusion**

Questions: What do these selections from Maxine Hong Kingston’s first two books have to say about Chinese immigrant labor, citizenship, belonging, exclusion, racialized masculinity, and “proper” femininity? What impacts do the family stories Kingston grows up with have on the young (narrated) Kingston and the adult (narrating) Kingston? What is the historical significance of the Chinese Exclusion Act in terms of race, ethnicity, class, and citizenship? How were immigrants detained at Angel Island treated differently based on their race, ethnicity, gender, and class? In what ways does preserving, translating, and archiving the poems carved into the barracks walls embody Asian American studies methodologies?

Week 2, day 1

- Maxine Hong Kingston, “The Grandfather of the Sierra Nevada Mountains,” in *China Men* (1980; New York: Vintage International, 1989), 123-51. [pdf]
- Him Mark Lai, Genny Lim, and Judy Yung, eds., excerpts from *Island: Poetry and History of Chinese Immigrants on Angel Island, 1910-1940* (Seattle: University of Washington Press, 1980). [Online at “[Writing on the Walls](#),” *Angel Island Immigration Station Foundation*, n.d.]
- At-home viewing: “[Discovering Angel Island: The Story Behind the Poems](#),” *KQED*, February 8, 2010. [12:10 minutes]
- Secondary:
  - At-home viewing: “[The Chinese Exclusion Act](#),” *Asian Americans*, PBS, 2020. [3:31 minutes]
  - Erika Lee, “The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882-1924,” *Journal of American Ethnic History* 21, no. 3 (2002): 36-62. [pdf]
  - Judy Yung and Erika Lee, “Angel Island Immigration Station,” *Oxford Research Encyclopedias of American History* (2015). [pdf]

Week 2, day 2

- Maxine Hong Kingston, “No Name Woman,” in *The Woman Warrior: Memoirs of a Girlhood Among Ghosts* (1976; New York: Vintage International, 1989), 1-16. [pdf]
- Secondary:
  - Sucheta Mazumdar, “What Happened to the Women? Chinese and Indian Male Migration to the United States in Global Perspective,” in *Asian/Pacific Islander American Women: A Historical Anthology*, ed. Shirley Hune and Gail M. Nomura (New York: New York University Press, 2003), 58-74. [pdf]

**3. South Asian Labor Migration and the Politics of Citizenship**

Questions: Why is the case *United States v. Bhagat Singh Thind* (1923) significant to the history of U.S. citizenship? How did Thind’s and the Supreme Court’s understandings of “whiteness” differ when debating who can be a U.S. citizen? In what ways does Seema Sohi’s research on South Asian intellectuals’ anticolonial critiques of the global color line and Nayan Shah’s research on interracial/intergenerational queer “stranger intimacies” complicate South Asian claims to whiteness and sexual normativity as the grounds for national inclusion? What do you make of the parodically seriocomic “documentary” *Rex vs. Singh*’s treatment of the infamous “sodomy cases” in Canada during this period?

Week 3, day 1

- “[The Problem: A 5-Part Series](#),” *SAADA: South Asian American Digital Archives*, 2020.
- “*United States v. Bhagat Singh Thind* (1923),” in *Asian America: A Primary Source Reader*, ed. Cathy J. Schlund-Vials, K. Scott Wong, and Jason Oliver Chang (New Haven: Yale University Press, 2017), 75-78. [pdf]
- Secondary:

- Seema Sohi, “South Asian American Anti-colonial Writings: Critical Reflections on Race, Empire, and Immigration in North America,” in *Asian American Literature in Transition, 1850-1930*, ed. Josephine Lee and Julia H. Lee (New York: Cambridge University Press, 2021), 54-69. [pdf]
- At-home viewing: “[Racial Identity and American Citizenship in the Court](#),” *Asian Americans*, PBS, 2020. [4:40 minutes]

### Week 3, day 2

- Nayan Shah, “Between ‘Oriental Depravity’ and ‘Natural Degenerates’: Spatial Borderlands and the Making of Ordinary Americans,” *American Quarterly* 57, no. 3 (2005): 703-25.
- In-class screening: *Rex vs. Singh* (dir., Ali Kazimi, John Greyson, Richard Fung, 2008) [30 minutes]
- Secondary:
  - Gordon Brent Ingram, “Returning to the Scene of the Crime: Uses of Trial Dossiers on Consensual Male Homosexuality for Urban Research, with Examples from Twentieth-Century British Columbia,” *GLQ: A Journal of Lesbian and Gay Studies* 10, no. 1 (2003): 77-110.

## 4. Japanese American Immigration, Incarceration, Redress

Questions: What conditions led to the mass incarceration of Japanese Americans (some two-thirds of them U.S. citizens) during WWII? How does Julie Otsuka’s novel navigate between individual and collective representation of Japanese American internment and incarceration? To what extent do the family members’ gender and age matter to their WWII experiences? How does the novel demonstrate the incompatibility of “Japanese” and “American” identities after the bombing of Pearl Harbor? How does it address themes of xenophobic racism, assimilation and estrangement, loyalty and disloyalty, acquiescence and anger? What are the implications of Otsuka’s narrative form and “style”—e.g., the shifting narrative viewpoints and voices, and the subdued emotionality of most of the narration? What do you make of the unusual final chapter? What is the significance of the Munson Report?

### Week 4, day 1

- Julie Otsuka, *When the Emperor was Divine* (2002), p. 3-105
- In-class screening: Densho Education, “[Japanese Relocation](#)” (U.S. Government Newsreel, 1943), March 17, 2015. [9:26 minutes]
- Secondary:
  - *Densho Encyclopedia*, “[About the Incarceration](#),” n.d. [online]
  - Michi Nishiura Weglyn, “The Secret Munson Report,” in *Asian American Studies Now: A Critical Reader*, ed. Jean Yu-wen Shen Wu and Thomas C. Chen (1976; New Brunswick: Rutgers University Press, 2010), 193-212. [pdf]

### Week 4, day 2

- Julie Otsuka, *When the Emperor was Divine*, p. 106-44

- Secondary:
  - *Densho Encyclopedia*, “[Redress Movement](#),” n.d. [online]

### III. Imperialisms, Indigeneities, Immigration

#### 5. U.S. and Asian Settler Colonialism in Hawai’i

Questions: In what ways does *Act of War* contrast Native Hawaiian and settler colonial cosmologies, ecologies, and worldviews? What effects have British, American, and Asian settlers in Hawai’i had on Native Hawaiians and their environment since the nineteenth century? Why did the U.S. (illegally) decide to annex the Hawaiian Islands in the first place? What do you make of the argument that Asian immigrants and their descendants are participants in and beneficiaries of settler colonialism in Hawai’i? In what ways does this history—and its broader links with Indigenous Oceania—complicate the “PI” in the moniker “Asian (American) Pacific Islander”? How have contemporary transpacific feminist solidarities worked toward decolonization, demilitarization, and denuclearization across multiples sites in the Asia-Pacific? How has recent work on the “Black Pacific” complicated the Native/settler binary as it has been theorized in this region?

#### Week 5, day 1

- **Paper 1 due**
- In-class screening: *Act of War: The Overthrow of the Hawaiian Nation*, dir. Haunani-Kay Trask (Hawai’i: Na Maka O Ka’Aina, 1993). [58 minutes]

#### Week 5, day 2

- Discussion of *Act of War*
- Haunani-Kay Trask, “Settlers of Color and ‘Immigrant’ Hegemony: ‘Locals’ in Hawai’i,” in *Asian Settler Colonialism: From Local Governance to the Habits of Everyday Life in Hawai’i*, ed. Candace Fujikane and Jonathan Y. Okamura (2000; Honolulu: University of Hawai’i Press, 2008), 45-65. [pdf]
- Secondary:
  - Jinah Kim and Nitasha Tamar Sharma, “[Center-to-Center Relationalities: At the Nexus of Pacific Islands Studies and Trans-Pacific Studies](#),” *Critical Ethnic Studies Journal* 7, no. 2 (2021). [online]

#### 6. U.S. Colonialism in the Philippines, Filipinx Migration to the U.S.

Questions: In what ways did U.S. politicians, military officials, and soldiers racialize Filipinx before and during the Philippine-American War? Why is it significant that U.S. colonial discourse invoked anti-Black and anti-Indigenous derogatory slurs to racialize Filipinx? In what ways did these modes of comparative racialization inform Filipinx efforts (then and now) to counter racial stereotypes (e.g., Aimee Suzara’s poetry)? How does Carlos Bulosan’s story and Rick Baldoz’s chapter engage

with Filipino male hypersexualization, the politics of miscegenation, and racial violence during the 1930s? How does Jean Vengua Gier's poem and Dawn Mabalon's chapter engage with Filipina women's negotiation of gender roles within a context of extreme sex ratio imbalance in Filipinx American communities? What does the tragic story of Celine/Marcelina/Cecilia Navarro tell us about the intersections of Filipinx American race, gender, and sexuality during this period?

### Week 6, day 1

- Aimee Suzara, "Museum Note #3," "Norms," "Good Boy," "Antero," in *Souvenir* (Cincinnati: WordTech Editions, 2014), 32-37. [pdf]
- At-home viewing: "[1904 World's Fair: Exhibition of the Igorot People](#)," *Asian Americans*, PBS, 2020. [7 minutes]
- In-class exercise based on images from Abe Ignacio, Enrique de la Cruz, Jorge Emmanuel, and Helen Toribio, eds., *The Forbidden Book: The Philippine-American War in Political Cartoons* (San Francisco: T'Boli Publishing, 2004).
- Secondary:
  - Paul A. Kramer, "Race-Making and Colonial Violence in the U.S. Empire: The Philippine-American War as Race War," *Diplomatic History* 30, no. 2 (2006): 169-210. [pdf]

### Week 6, day 2

- Carlos Bulosan, "As Long as the Grass Shall Grow," in *On Becoming Filipino: Selected Writings of Carlos Bulosan*, ed. E. San Juan, Jr. (Philadelphia: Temple University Press, 1995), 77-84. [pdf]
- Jean Vengua Gier, "Marcelina," in *Babaylan: An Anthology of Filipina and Filipina American Writers*, ed. Nick Carbó and Eileen Tabios (San Francisco: Aunt Lute Books, 2000), 214-27.
- In-class screening: trailer, [The Celine Archive](#), dir. Celine Parreñas Shimizu (Women Make Movies, 2021).
- Secondary:
  - Rick Baldoz, "'Get Rid of All Filipinos or We'll Burn This Town Down': Racial Revanchism and the Contested Color Line in the Interwar West," in [The Third Asiatic Invasion: Empire and Migration in Filipino America, 1898-1946](#) (New York: New York University Press, 2011), 113-55. [pdf]
  - Dawn Bohulano Mabalon, "Women, Families, and the Second Generation," in *Little Manila Is in the Heart: The Making of the Filipina/o American Community in Stockton, California* (Durham: Duke University Press, 2013), 151-91. [pdf]

## **7. The Aftermath of the Korean War: "Comfort Women," Military Brides, Adoptees**

Questions: What conditions led to the Japanese military's creation and deployment of the "comfort women" system? What poetic techniques does Emily Jungmin Yoon use to evoke the survivors' painful stories? According to Laura Hyun Yi Kang's article, what are the consequences of including the so-called "comfort women" issue—mostly colonized Korean girls and women conscripted by the Japanese military into sexual slavery during WWII—into the field of *Asian American studies*? According to Grace Cho's research, how does U.S. military prostitution in South Korea complicate

the exceptionality of the Japanese “comfort women” system? Why do Korean military brides in the U.S.—and the sociological discourses that represent them—repress their pasts in South Korea? What are some of the effects of that repression and assimilation, both on themselves and their descendants? According to Eleana Kim’s research, what conditions in both South Korea and the U.S. led to the practice of large-scale adoption of Korean children by American families? What do the circumstances of Deann Borshay Liem’s adoption in *First Person Plural* tell us about the practice and experience of transnational adoption from South Korea? To what extent does Liem resolve the dilemma of being torn between two families by the end of the film?

### Week 7, day 1

**Note: The material for this day deals with military sexual exploitation and violence. Take care of yourself while engaging with the texts, images, and video. (There are no visual images of sexual violence, but there are explicit verbal descriptions of it.)**

- Emily Jungmin Yoon, “Testimonies: Hwang Keum-ju, Kim Soon-duk, Kim Yoon-shim, Pak Kyung-soon,” *The Volta* 61 (January 2016). [online]
- Emily Jungmin Yoon, “Comfort,” *The Journal: A Literary Magazine* 39, no. 4 (2015). [online]
- Emily Jungmin Yoon, “An Ordinary Misfortune,” *The Journal: A Literary Magazine* 39, no. 4 (2015). [online]
  - [These poems are collected in Emily Jungmin Yoon, *A Cruelty Special to Our Species* (New York: Ecco, 2018).]
- At-home viewing: Chang-Jin Lee, *COMFORT WOMEN WANTED* (2008-). [11 minutes]
- Secondary:
  - Laura Hyun Yi Kang, “Conjuring ‘Comfort Women’: Mediated Affiliations and Disciplined Subjects in Korean/American Transnationality,” *Journal of Asian American Studies* 6, no. 1 (2003): 25-55. [pdf]
  - Grace M. Cho, “The Fantasy of Honorary Whiteness,” in *Haunting the Korean Diaspora: Shame, Secrecy, and the Forgotten War* (Minneapolis: University of Minnesota Press, 2008), 129-61. [pdf]

### Week 7, day 2

- At-home viewing: *First Person Plural* (dir., Deann Borshay Liem, 2000) [OSU Library; 60 minutes]
- Secondary:
  - Eleana Kim, “The Origins of Korean Adoption: Cold War Geopolitics and Intimate Diplomacy,” U.S.-Korea Institute’s Working Paper Series (2009). [pdf]

## **8. The Aftermath of the Vietnam/American War: Refugees, Amerasians, Adoptees**

Questions: How does Nam Le’s story both recognize the commodification of “the ethnic story” and still manage to tell his father’s harrowing experience during the My Lai massacre? In what ways is Viet Thanh Nguyen’s “Black-Eyed Women” a ghost story, and why might that genre be an appropriate vehicle for addressing themes of war, trauma, and refugeehood? How does Aimee Phan’s story portray diverse experiences of Vietnamese child refugees and Amerasian adoptees along lines of gender and class? How does Yen Le Espiritu’s research complicate conventional

understandings of (Vietnamese) refugees as destitute racialized others in need of white western rescue? How does Yuri Doolan’s research link the Korean and Vietnam wars through the Cold War construction of the “Amerasian”?

#### Week 8, day 1

- Nam Le, “Love and Honor and Pity and Pride and Compassion and Sacrifice,” in *The Boat* (New York: Vintage Books, 2008), 3-28. [Online at [Prospect Magazine](#), September 27, 2008]
- Viet Thanh Nguyen, “Black-Eyed Women,” in *The Refugees* (New York: Grove Press, 2017), 1-21. [Online at [Electric Lit](#), no. 246, February 1, 2017]
- Secondary:
  - Yen Le Espiritu, “Militarized Refuge(es),” in *Body Counts: The Vietnam War and Militarized Refuge(es)* (Berkeley: University of California Press, 2014), 24-48. [pdf]

#### Week 8, day 2

- Aimee Phan, “Emancipation,” in *We Should Never Meet* (New York: St. Martin’s Press, 2004), 143-71. [pdf]
- In-class screening: trailer, *Operation Babylift: The Lost Children of Vietnam*, dir. Tammy Nguyen Lee (Dallas: Against the Grain Productions, 2010).
- Secondary:
  - Yuri Doolan, “The Cold War Construction of the Amerasian, 1950–1982,” *Diplomatic History* 46, no. 4 (2022): 782–807. [pdf]

## IV. Complexities of Contemporary Asian American Identities

### 9. From post-1965 “Model Minorities” to post-9/11 “Terrorists”

Questions: When and how did the Asian American “model minority” image—as a racial construction positioned between white and Black—emerge? In what ways did the 1965 Immigration and Nationality Act institutionalize conditions that reinforced the image while also exacerbating class hierarchies within the Asian American population? How does Jhumpa Lahiri’s story reference those structural conditions and their effects on an Indian American immigrant family? In what ways did the events of 9/11/2001 and the so-called “war on terror” shatter the model minority stereotype of South Asian Americans by conflating them with Arab and Muslim “threats” to national security? How do *Divided We Fall* and Mohsin Hamid’s novel register both the continuities and dramatic shifts in South Asian/Arab/Muslim racialization in the post-9/11 period?

#### Week 9, day 1

- **Paper 2 due**
- In-class screening: *Divided We Fall: Americans in the Aftermath* (dir., Valarie Kaur, 2006). [[Secured Media Library](#), 98 minutes]

Week 9, day 2

- Discussion of *Divided We Fall*
- Jhumpa Lahiri, "The Third and Final Continent," in *Interpreter of Maladies* (Boston: Houghton Mifflin, 1999), 173-98. [pdf]
- Secondary:
  - Ellen Wu, "The Invention of the Model Minority," in *The Routledge Handbook of Asian American Studies*, ed. Cindy I-Fen Cheng (New York: Routledge, 2017), 285-301. [pdf]
  - C. N. Le, "The 1965 Immigration Act," *Asian-Nation: The Landscape of Asian America* (2018).
  - At-home viewing: "The Model Minority Myth," *Asian Americans*, PBS, 2020. [5:30 minutes]

Week 10, day 1

- Mohsin Hamid, *The Reluctant Fundamentalist* (2007), p. 1-122 (chapters 1-8)
- Secondary:
  - "9/11, South Asian Americans & Islamophobia," *Asian Americans*, PBS (2020). [7:18 minutes]

Week 10, day 2

- Mohsin Hamid, *The Reluctant Fundamentalist*, p. 123-84 (chapters 9-12)

**10. Multiraciality and the Politics of Interracial Desire**

Questions: In what ways does Ken Liu's story address themes of intergenerational connection/conflict and assimilation from the perspective of a multiracial narrator? How does the mother's letter complicate stereotypes about "mail-order brides" and white man-Asian woman relationships? According to Rebecca Chiyoko King-O'Riain, what terms have been used to refer to multiracial people, particularly in Asian and Pacific Islander contexts, and what symbolic meanings have been ascribed to multiracial individuals in the past and present? In what ways do Barbara Jane Reyes's poems and Annabelle Schmitt's essay address the hypersexualization of (multiracial) Asian women? In what ways do Celeste Ng's and Angela Liu's essays challenge the heteromasculinist accusations of racial "betrayal" when Asian women date non-Asian men?

Week 11, day 1

- Ken Liu, "The Paper Menagerie," in *The Paper Menagerie and Other Stories* (New York: Saga Press, 2016), 178-92. [Online at [Gizmodo](#), November 8, 2012]
- Secondary:
  - Rebecca Chiyoko King-O'Riain, "Multiracial," in *Keywords for Asian American Studies*, ed. Cathy Schlund-Vials, Linda Trinh Võ, and K. Scott Wong (New York: New York University Press, 2015), 174-77. [pdf]



Week 11, day 2

- Barbara Jane Reyes, “The pure products of America go crazy.”; “[why choose pilipinas?]”; “[why choose pilipinas, remix],” “(ā’zhə, fīl),” “[agimat kinabukasan],” in *Poeta en San Francisco* (Kaneohe, HI: Tinfish Press, 2005), 21, 37, 38, 84, 94. [pdf]
  - Annabelle Schmitt, “[Experiencing Fetishization as a Mixed Race WOC and Dealing with It](#),” blog, April 21, 2018. [online]
  - Celeste Ng, “[When Asian Women Are Harassed for Marrying Non-Asian Men](#),” *The Cut*, October 12, 2018. [online]
  - Secondary:
    - Angela Liu, “MRAsians: A Convergence between Asian American Hypermasculine Ethnonationalism and the Manosphere,” *Journal of Asian American Studies* 24, no. 1 (2021): 93–112. [pdf]
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**11. LGBTQ+ Interventions**

Questions: How do Alice Hom’s essay, Andy Quan’s story, Kai Cheng Thom’s poems, and Chen Chen’s poems engage with issues of Asian American homophobia as well as interracial desires and relationships? What politically charged meanings have those desires and relationships accrued in queer contexts? How have trans Asian American poets and performers like Kay Ulanday Barrett, Kai Cheng Thom, Yanyi, and Alok Vaid-Menon sought to redefine meanings of femininity and masculinity in racial, familial, and diasporic contexts?

Week 12, day 1

- Alice Y. Hom, “In the Mind of An/Other,” *Amerasia Journal* 17, no. 2 (1991): 51-54.
- Andy Quan, “What I Really Hate,” in *Calendar Boy* (Vancouver: New Star Books, 2001), 43-54.
- Kai Cheng Thom, “3 love poems,” in *a place called No Homeland* (Vancouver: Arsenal Pulp Press, 2017), 73-75. [pdf]
- Secondary:
  - Martin F. Manalansan IV, “Queer,” in *Keywords for Asian American Studies*, ed. Cathy Schlund-Vials, Linda Trinh Võ, and K. Scott Wong (New York: New York University Press, 2015), 197-202. [pdf]

Week 12, day 2

- Kay Ulanday Barrett, “Homebois Don’t Write Enough,” “On Longing the Fantastical,” in *When the Chant Comes* (Topside Press, 2016), 46-50. [pdf]
- Chen Chen, selections from *When I Grow Up I Want to Be a List of Further Possibilities* (Rochester, NY: BOA Editions, 2017), 26-27, 83-84.
  - “[First Light](#)” [online at *poets.org*]
  - “[Poem in Noisy Mouthfuls](#)” [online at *Poetry Foundation*]
- Yanyi, “[Three Poems from The Year of Blue Water by Yanyi](#),” Asian American Writers’ Workshop, *The Margins*, November 21, 2017. [online]

- In-class screening: Alok Vaid-Menon, “[The Complicated Reality of Being Trans and Indian-American](#),” *Huffington Post*, October 4, 2018. [4:25 minutes]
  - Secondary:
    - Jian Chen, “Asian American Queer and Trans Activisms,” in *The Routledge Handbook of Asian American Studies*, ed. Cindy I-Fen Cheng (New York: Routledge, 2017), 318-27. [pdf]
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## 12. (Queer) Non-Model Minorities and Asian American Disability Studies

Questions: How does *Everything Everywhere All at Once* both allude to and “queer” familiar tropes regarding familial expectations, gender-sexual norms, and economic success? How does erin Khuê Ninh’s concept of daughterly “ingratitude” provide a framework for considering Joy’s relationship to her mother and Jobu Tupaki’s multiversal nihilism? In what ways does Rahul Mehta’s story reference similar themes of failing to live up to intergenerational expectations from a gay South Asian American perspective? How does Mimi Khúc reframe what “unwellness” means, what causes it, and what it calls for—especially for Asian American students? How does the *Open in Emergency* tarot card project challenge conventional psychiatric assumptions and practices, particularly with regard to race, ethnicity, and gender?

### Week 13, day 1

- At-home viewing: [Everything Everywhere All at Once](#) (dir., Daniel Kwan and Daniel Scheinert, 2022) [OSU Library; 2 hours, 19 minutes]
- Secondary:
  - erin Khuê Ninh, introduction to *Ingratitude: The Debt-Bound Daughter in Asian American Literature* (New York: New York University Press, 2011), 1-18. [pdf]
  - Raffy Ermac, “[Stephanie Hsu on the Queerness of Everything Everywhere All at Once](#),” *Out Magazine*, April 8, 2022. [online]

### Week 13, day 2

- Rahul Mehta, “A Better Life,” in *Quarantine* (New York: Harper Perennial, 2011), 173-214.
  - Secondary:
    - Mimi Khúc, “Making Mental Health through *Open in Emergency*: A Journey in Love Letters,” *South Atlantic Quarterly* 120, no. 2 (2021): 369-88. [pdf]
    - Matt Hyunh and Leah Lakshmi Piepzna-Samarasinha, curated by Mimi Khúc, “*The Crip Tarot Card*,” *South Atlantic Quarterly* 120, no. 2 (2021): 389-91. [pdf]
    - “*The Student Tarot Card*,” in *Open in Emergency: A Special Issue on Asian American Mental Health*, ed. Mimi Khúc, *Asian American Literary Review* (2016): n.p. [pdf]
- 

## 13. Relational Racial Reckonings: #BLM, COVID-19, the Southern Border

Questions: In what ways does Cathy Park Hong’s essay bring us back to our starting point in the Asian American and Third World Movements of the 1960s and 70s, as well as bring us into the

present by “reckoning” with Asian Americans’ complex relations to Blackness, whiteness, family, history, U.S. imperialism in Asia, and migration? In what ways does Madeline Y. Hsu revise conventional understandings of the Asian American model minority by contrasting the racialized political economy of Asian and Latinx immigration? What do you make of Claire Jean Kim’s argument regarding Asian Americans’ enduring *non*-engagement with, and reinforcement of, anti-Blackness, especially when pursuing their own political goals?

#### Week 14, day 1

- Cathy Park Hong, “The Indebted,” in *Minor Feelings: An Asian American Reckoning* (New York: One World, 2020), 181-203. [pdf]
- Madeline Y. Hsu, “Conclusion,” in *The Good Immigrants: How the Yellow Peril Became the Model Minority* (Princeton: Princeton University Press, 2015), 236-49.
- Claire Jean Kim, excerpts from “Part III: Solidarity/Disavowal” (I. Introduction; XV. Black Lives Matter and the Asian American Policeman; The COVID-19 Hate Crimes Act of 2021), in *Asian Americans in an Anti-Black World* (Cambridge: Cambridge University Press, 2023), 243-46, 340-57.

#### Week 14, day 2

- Review
- Course evaluations

#### TBD

- Take-home final exam due on Carmen

# GE Foundation Courses

## Overview

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

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

## Accessibility

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

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

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

### A. Foundations

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

Course Subject & Number: \_\_\_\_\_

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

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

**A. Foundations**

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



Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Social and Behavioral Sciences**

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

**A. Foundations**

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

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Historical *or* Cultural Studies**

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

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

Course Subject & Number: \_\_\_\_\_

### A. Foundations

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

### B. Specific Goals of Writing and Information Literacy

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

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



Course Subject & Number: \_\_\_\_\_

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

Course Subject & Number: \_\_\_\_\_

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

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

**A. Foundations**

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

**B. Specific Goals**

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

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

Course Subject & Number: \_\_\_\_\_

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

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

Course Subject & Number: \_\_\_\_\_

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

**GE Rationale: Foundations: Natural Science (4 credits)**

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

**A. Foundations**

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

Course Subject & Number: \_\_\_\_\_

## **B. Specific Goals for Natural Sciences**

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

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

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



Course Subject & Number: \_\_\_\_\_

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

Course Subject & Number: \_\_\_\_\_

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

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

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

Course Subject & Number: \_\_\_\_\_

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

Course Subject & Number: \_\_\_\_\_

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

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

**A. Foundations**

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

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

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

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

Course Subject & Number: \_\_\_\_\_

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

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

Course Subject & Number: \_\_\_\_\_

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

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

**From:** [Armstrong, Philip](#)  
**To:** [Spitulski, Nick](#); [Arceno, Mark Anthony](#)  
**Cc:** [Jani, Pranav](#); [Kunimoto, Namiko](#)  
**Subject:** Re: COMPSTD/ETHNSTD 2321 GE REGD Submission  
**Date:** Wednesday, January 3, 2024 8:13:34 AM  
**Attachments:** [image001.png](#)

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Hi Nick

Sorry for the delay on this,

REGD would be perfect for this course—just let us know what we can do to help.

best

Philip

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**From:** "Spitulski, Nick" <[spitulski.1@osu.edu](mailto:spitulski.1@osu.edu)>  
**Date:** Friday, December 22, 2023 at 1:35 PM  
**To:** "Arceno, Mark Anthony" <[arceno.1@osu.edu](mailto:arceno.1@osu.edu)>, "Armstrong, Philip" <[armstrong.202@osu.edu](mailto:armstrong.202@osu.edu)>  
**Cc:** "Jani, Pranav" <[jani.4@osu.edu](mailto:jani.4@osu.edu)>, "Kunimoto, Namiko" <[kunimoto.3@osu.edu](mailto:kunimoto.3@osu.edu)>  
**Subject:** COMPSTD/ETHNSTD 2321 GE REGD Submission

Hi all,

Philip, Joe Ponce mentioned having connected with you about teaching CS/ES 2321 – Intro to AAS next year, ideally in SP25 if English will allow it (still pending final approval on that). He also reached out to me, Namiko and Pranav about adding REGD status, which we're happy to relay. Of course CS/Mark Anthony would need to submit a mirrored course change request, but, Joe being on the REGD committee (though abstaining in this case from approving a course he'll end up teaching!), he knows what they're looking for and I'd expect this to go through pretty readily, with minimal further involvement expected on the submission from our side or yours.

Thoughts? Shall we proceed directly?

Thanks and happy holidays,

Nick

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**Nick Spitulski**

Administrative Coordinator

[Humanities Institute](#)

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Phone: 614-688-0277