

Term Information

Effective Term Autumn 2024
[Previous Value](#) [Autumn 2022](#)

Course Change Information

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

Adding LVPA Category to course

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

This course is a good fit for this category

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2270
Course Title	Love in the Modern World
Transcript Abbreviation	Modern Love
Previous Value	Love Mod West Wrld
Course Description	History of love in philosophy, literature, and art, focusing on the 19th and 20th centuries.
Semester Credit Hours/Units	Fixed: 3

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value *Prereq: English 1110.xx or permission of instructor.*

Exclusions Not open to students with credit for 3278

Previous Value Not open to students with credit for 3278 or 528.

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0103
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

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

General Education course:

Historical Study; Literary, Visual and Performing Arts; Historical and Cultural Studies

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

Previous Value

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

General Education course:

Historical Study; Historical and Cultural Studies

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

Course Details

Course goals or learning objectives/outcomes

- Critical thinking
- Historical perspective
- Insight into contemporary issues

COURSE CHANGE REQUEST
2270 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
01/31/2024

Content Topic List

- Love in Western philosophy
 - Literature
 - Art
 - Courtly love
 - Romantic love
 - Freud
 - Sartre
 - De Beauvoir
 - Charlotte Bronte
 - Joyce
 - Lawrence
 - Woolf
 - Renoir
 - Manet
 - Biblical foundation
- No

Sought Concurrence
Previous Value

Attachments

- 2270 Syllabus Kern LVPA JG 1.25.2024.docx: Syllabus
(Syllabus. Owner: Getson,Jennifer L.)
- 2270 GE Foundations Kern.pdf: GE Form
(Other Supporting Documentation. Owner: Getson,Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	01/25/2024 03:03 PM	Submitted for Approval
Approved	Soland,Birgitte	01/25/2024 11:20 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/31/2024 10:56 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/31/2024 10:56 AM	ASCCAO Approval

History 2270: Love in the Modern World.

Instructor: Dr. Stephen Kern

Place: Baker Systems 180

Time: TR 2:20-3:40

Office hours: Dulles Hall 242. T 3:45-4:30, W 1:30-2:15, or by appointment.

Please confirm office visits by email before coming to my office.

Email: kern.193@osu.edu.

Office phone: 292-7308.

COURSE DESCRIPTION

This course focuses on ideas and practices about love from around 1800 to the present. We will discuss images of love in art to develop analytical skills and interpretive language that students will be using in writing the assigned papers. We will collectively interpret works of art to develop a more rigorous language for the analysis of the three main works of fiction. The first weeks of lecture present an introductory theoretical orientation, offer some deep historical background, and introduce the elements of loving, which the students will study throughout the course.

New GE: Historical and Cultural Studies**Goals - Cultural Studies:**

1. 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:

1.1. Analyze and interpret selected major forms of human thought, culture, ideas, or expression.

1.2. 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.

1.3. 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.

1.4. Evaluate social and ethical implications in cultural studies.

This course satisfies these goals and ELOs in the following ways:

Students will analyze and interpret three major literary works, in addition to a selection of other examples from the visual and performing arts, to describe and analyze the changing conceptions of love over the modern period. Students will read a variety of primary and secondary sources to support the analysis of these artworks and will synthesize their learning through in-class discussions and both informal and formal writing assignments.

New GE: Literary, Visual, and Performing Arts

Goals:

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

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Analyze and interpret significant works of visual, spatial, literary, and/or performing arts and design.
- 1.2. Describe and explain how cultures identify, evaluate, shape, and value works of literature, art, and design.
- 1.3. Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
- 1.4. Evaluate social and ethical implications in literature, visual and performing arts, and design.
- 2.1. Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
- 2.2. Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

This course satisfies these goals and ELOs in the following ways:

Students will analyze and interpret three major literary works, in addition to a selection of other examples from the visual and performing arts, to describe and analyze the changing conceptions of love over the modern period. Students will learn a variety of foundational methods and critical frameworks for the interpretation and analysis of artistic works. Students will practice informed observation and sustained engagement with these artworks through in class discussions, informal in-class writing assignments, and more formal written assignments. In lectures, students will learn about the historical and cultural circumstances surrounding these art works, which they will use in their evaluation of social, ethical and socio-historical questions around the artworks in question.

Legacy GE: Historical Studies**Goals**

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

Expected Learning Outcomes

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.

3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course satisfies these goals and ELOs in the following ways:

Students will study the changing conception of love during the 19th and 20th centuries through the analysis and interpretation of three major literary works, in addition to a selection of other examples from the visual and performing arts. Students will read a variety of primary and secondary sources to support the analysis of these artworks and will synthesize their learning through in-class discussions and both informal and formal writing assignments.

REQUIRED TEXTS

Charlotte Brontë, *Jane Eyre*, Penguin. ISBN 978 014 14 41146

D. H. Lawrence, *Women in Love*, Penguin ISBN 978 014 14 41542

Carol Shields, *The Republic of Love*.

Diana Hacker, *A Pocket Style Manual*

Stephen Kern, *The Culture of Love: Victorians to Moderns*.

In addition to the texts listed above, supplementary primary and secondary readings will be posted on Carmen.

COURSE FORMAT:

Lectures will be supplemented by PowerPoint presentations on aspects of love in art, as well as examples of visual artworks during the period studied. Items in the syllabus (sections of novels or book chapters) in **bold type** should be read by the day of the class, and students should be prepared to discuss them. Chapters not in bold type are optional, but I will lecture on them.

ASSIGNMENTS

In-Class Writing Assignment (3) - Throughout the semester, students will have the opportunity to practice their skills of observation, analysis, engagement, and reflection in short, informal, in-class writing assignments. For each assignment, you will be asked to carefully engage with the work at hand (this might take the form of reading, looking, and/or listening) and record your initial impressions and observations of the work. You will also be asked to reflect upon your own experience of engaging with the work. While your formal papers will be focused on a careful analysis of the socio-historical conditions of the artwork studied, your in-class reflections will allow space for a more personalized and subjective engagement with the art we are studying. While I will not grade these assignments with the same rigor as I will grade your formal papers, I still expect to see foundational basics of writing, such as complete sentences, punctuation, and staying on topic. This is also an opportunity for students to practice writing in a less formal style and tone while still producing legible and lucid prose.

Formal Papers (3) - Students will write three papers of 4 pages (1200 words) each on assigned topics based on the readings, lectures, and class discussions. These papers will be based on fictional sources, an exercise that may be unfamiliar to history students. In the paper, students will analyze the artwork(s) in question AND connect their analysis to the historical context and culture that produced the work.

I emphasize writing and conduct a week-long writing workshop before the first paper is due, which indicates the sorts of mechanical techniques I expect students to learn. These techniques include most importantly correct use of pronouns and punctuation, the avoidance of over-statements, and staying on topic, among others. I will be a strict critic on these papers, especially the first one, as I expect students to improve on each subsequent paper as they generally do.

GRADING AND ATTENDANCE: Students' final grade is based on the following percentages: first paper (25%), second paper (25%), third paper (25%), in-class writing assignments (15%), class participation (10%), with weight shifted toward the latter papers when students improve. If a student is tardy, it counts as an absence, although if a student reports to me after class the reason for the tardiness, I will delete the absence. If students have an emergency or illness, they need to email me before class begins to receive an excused absence for that day, unless they are physically unable to get to their computer.

Out of consideration for the other students and myself, please do not come to class sick. I do not require doctor's notes, funeral notices, or any written evidence of the reason for your absence, just your word that you are sick or unable to get to class.

I do not make up class lectures. In each of the assigned interpretive essays there is considerable flexibility about your assignment and an overlap of material, so one or two absences during a unit should not substantially reduce a student's opportunity to do quite well on the paper. Moreover, I go over most everything students will need to include in these papers in considerable detail and with a good measure of repetition. When I teach this course online, I will record the lectures for students who are unable to get to class on a particular day. Students for whom English is a second language should attach a short note to that effect on their first paper, and I will take that circumstance into consideration in commenting on the paper and in giving a grade.

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

DISABILITY SERVICES

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu. For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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.

SCHEDULE OF CLASSES:

* Page numbers listed below are for the physical, required texts. All other readings will be excerpts/articles posted on Carmen. For more details, as well as any changes to the reading schedule, please see the course's Carmen site.

PART ONE: Enlightenment, Romanticism, and the Victorian Era

JANUARY

7: Introduction to course. Martin Heidegger's philosophy of authentic human existence, which we will apply to interpret changing degrees of authenticity in loving throughout history.

9: *Culture of Love*, **Introduction**, Lecture on ancient Greek, Jewish, and

Christian Love.

14: **Jane Eyre**, Chronology (vii-x), Preface (5-7), Chapters 1-14 (9-164). Lecture on Enlightenment Love: John Locke to the Marquis de Sade.

16: *Culture of Love*, **Selfhood**. Romantic Love, Goethe to Chateaubriand. Listen to the famous love duet from Richard Wagner's opera *Tristan and Isolde*.

In-Class Writing Assignment #1

21: **Jane Eyre** (pp. 165-342). *Culture of Love* on Waiting and Meeting.

23: *Culture of Love*, **Disclosure, Jealousy**

28: **Jane Eyre** (pp. 343-521).

30: *Culture of Love*, **Power, Gender**

FEBRUARY

4: Writing Workshop. Read Hacker ***A Pocket Style Manual*** pages 2-47, 59-67 (Carmen). For those who buy a copy (it is worth owning), read Chapters 1 and 2, and Chapter 3 through the use of the semi-colon.

6: Writing workshop continued.

PART TWO: The Advent of Modernity

11: ***FIRST PAPER DUE***. Lecture on World War I. Introduction to D. H. Lawrence.

13: ***Women in Love*** Chs. 1-5 (pp. 7-61). These chapters focus on the love between Ursula and Rupert. I will provide short summaries of the unassigned chapters that concern the love between Gerald and Gudrun. Lecture on repressive Victorian Sexuality.

18: ***Women in Love***, Chs. 11-16 (pp. 123-210), Chs. 19-23 (244-320). First wave feminism. *Culture of Love*, Embodiment.

20: *Culture of Love*, Desire, Sex, Kissing, Proposal.

In-Class Writing Assignment #2

25: Lecture on love in modern literature: D. H. Lawrence, James Joyce, Andre Gide, Marcel Proust, Henry Miller.

27: ***Women in Love***, Chs. 25-27 (pp. 350-379), Chs. 29-32 + Appendix I (pp. 387-486). *Culture of Love*, Wedding, Marriage, **Ending**.

MARCH

3: Watch and discuss movie of *Women in Love*, Part I

5: Watch and discuss movie of *Women in Love*, Part II

In-Class Writing Assignment #3

10: SPRING BREAK

12: SPRING BREAK

PART THREE: Psychoanalysis, Existentialism, and Feminism

17: **SECOND PAPER DUE**. Psychoanalytic theory of love: Sigmund Freud on sexuality in dreams and symptoms. Freud

19: Freud's developmental psychology, the Oedipus complex, and adult love.

24: *Culture of Love, Others*. Carl Jung on love: the anima and the animus.

26: Love in Jean-Paul Sartre's existential philosophy—"Hell is other people."

In-Class Writing Assignment #4

31: Sartre concluded.

APRIL

2: Existentialism applied to women and love: Simone de Beauvoir. "The Independent Woman," *The Second Sex*, Chapter 25

7: ***The Republic of Love***, pp. 1-184.

9: Feminism on sex, gender, and love. Virginia Woolf, *A Room of One's Own*

In-Class Writing Assignment # 5

14: ***The Republic of Love***, pp. 185-366. Conclude discussion of feminism.

16: Discuss the Madonna Syndrome, Concluding discussion.

22: **FINAL PAPER DUE**. My office, Dulles 242 by 3PM

GE Foundation Courses

Overview

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

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

Accessibility

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

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

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

A. Foundations

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

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

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

A. Foundations

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

B. Specific Goals of Writing and Information Literacy

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

A. Foundations

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

B. Specific Goals

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

GE Rationale: Foundations: Natural Science (4 credits)

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

A. Foundations

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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