

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?)

We are proposing that HistArt 2003: The Art and Visual Culture of East Asia be approved in the new GE category of Race, Ethnic, and Gender Diversity (REGD).

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

This course meets the requirements of the REGD category, and will give students more options in history of art for completing their 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)?
none

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 of Art |
| Fiscal Unit/Academic Org | History of Art - D0235 |
| College/Academic Group | Arts and Sciences |
| Level/Career | Undergraduate |
| Course Number/Catalog | 2003 |
| Course Title | The Art and Visual Culture of East Asia |
| Transcript Abbreviation | East Asian Art |
| Course Description | Art of East Asian cultures from ancient through contemporary times. |
| Semester Credit Hours/Units | Fixed: 3 |

Offering Information

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|--|--|
| 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, 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

Exclusions Not open to students with credit for 2003H.
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 50.0703
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

General Education course:

Visual and Performing Arts; Historical Study; Global Studies (International Issues successors); Literary, Visual and Performing Arts; 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

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

General Education course:

Visual and Performing Arts; Historical Study; Global Studies (International Issues successors); 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

Course Details

Course goals or learning objectives/outcomes

- There are four principal goals for this course. The first is to provide students with the necessary skills to visually analyze works of art and architecture.
- The second is to provide them with the skills and knowledge required to interpret those monuments in light of the artistic and cultural context in which they arose.
- The third is to enable students, utilizing both primary textual sources and secondary interpretive writings, to construct an integrated history of the works studied in the course.
- The fourth is to explore racial, ethnic, and gender diversity in East Asia, challenging the monolithic view that most students have of East Asian culture.

Previous Value

- *There are three principal goals for this course. The first is to provide students with the necessary skills to visually analyze works of art and architecture.*
- *The second is to provide them with the skills and knowledge required to interpret those monuments in light of the artistic and cultural context in which they arose.*
- *The third is to enable students, utilizing both primary textual sources and secondary interpretive writings, to construct an integrated history of the works studied in the course.*

Content Topic List

- Introduction to Asian Art and Culture
- The Archaeology of Ancient China
- Art, Society and the Afterlife in Imperial China
- The Chinese and Japanese Transformations of Buddhism
- Landscape Painting and Philosophy
- Gender and Sexuality in Chinese Painting
- Cultural, Ethnic, and Religious Exchange in East Asia
- Impacts of Colonialism on East Asian Art
- The representation of race and ethnicity in East Asian Art
- Modern Chinese and Japanese Art

Previous Value

- *Introduction to Asian Art and Culture*
- *The Archaeology of Ancient China*
- *Art, Society and the Afterlife in Imperial China*
- *The Chinese and Japanese Transformations of Buddhism*
- *Landscape Painting and Philosophy*
- *Literati-Amateur Aesthetic*
- *The Shinto Shrine*
- *Modern Chinese and Japanese Art*

Sought Concurrence

No

Attachments

- HA 2003 Syllabus - Revised Jan 2024.doc: revised course syllabus
(Syllabus. Owner: Whittington, Karl Peter)
- GE Worksheet - HA 2003 - REGD.pdf: GE worksheet for REGD
(Other Supporting Documentation. Owner: Whittington, Karl Peter)

Comments

COURSE CHANGE REQUEST
2003 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/01/2024

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|--|---------------------|------------------------|
| Submitted | Whittington, Karl Peter | 01/30/2024 11:05 AM | Submitted for Approval |
| Approved | Whittington, Karl Peter | 01/30/2024 11:05 AM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 02/01/2024 03:23 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 02/01/2024 03:23 PM | ASCCAO Approval |



The Art and Visual Culture of East Asia Syllabus History of Art 2003 – Spring 2024

Course Information

Course times and location:

Lectures – Hopkins Hall 250 - Mondays and Wednesdays 11:30-12:25

Recitations – Thursdays 11:30-12:25, Denney Hall 238; Fridays 11:30-12:25,
Jennings Hall 140

Mode of delivery: In-person

Credit hours: 3

Instructor

Name: Dr. Christina Wei-Szu Burke Mathison (She/Her)

E-mail: mathison.5@osu.edu

Office: Pomerene Hall, 215

Office Hours: Online - Wednesdays, 2:00-3:00pm and by appointment

<https://osu.zoom.us/j/98866219027?pwd=Q081WnQ1L0VCZGNUNnZYZ1ZKSTMzZz09>

Meeting ID: 988 6621 9027 Password: 564205

Preferred means of communication:

- My preferred method of communication for questions is email.
- My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive those messages.

Teaching Associate:

Hannah Slater

Email: slater.166@osu.edu

Course Description

This course is an introduction to the major artistic and cultural trends of East Asia, with a focus on the history of Chinese, Japanese, Korean, Taiwanese, and Tibetan art. We will study major developments and issues in the art of each racially and ethnically diverse culture, discussing mutual influences and cross-cultural artistic flows, as well as the many cultural and artistic differences between cultures in the region. Examining these various cultures and their artistic context from the ancient periods to the modern age opens discussions on race, ethnicity, and gender and how each region explores these topics in diverse ways. Major monuments of East Asian art will serve as our primary evidence. We will focus on how to look at works of art and architecture in an art historically-informed way, how to articulate what our visual responses might mean about our own perceptions, and how to begin answering some of the questions our observations of the objects may raise. Our goal is to enable you to better appreciate, analyze, evaluate, and interpret works of art, both those that seem familiar at first glance and those that do not, and by means of these monuments, along with related primary textual sources and secondary interpretive writings, to reflect critically on how our understanding of these artworks

have been impacted by dominant historical narratives.

In addition to becoming familiar with major works of art in weekly slide lectures, you will be expected to develop, through weekly readings and discussion, an understanding of the various approaches in the field of art history and East Asian studies. You will be expected to evaluate and try out some of these methods in your own research, written work and class discussion and consider how studying these works of art and racially and ethnically diverse cultures shapes your own beliefs and behaviors.

The course will be divided into two discrete sections that focus respectively on China in Unit One and Taiwan, Tibet, Korea and Japan in Unit Two. Although these regions engaged in extensive cultural interchanges during the eras covered by this course, each also developed its own artistic styles and forms. Discussions of these cross-cultural interactions and the rich and diverse nature of the races and ethnicities in these regions will be a constant subtheme, especially as our shared understanding grows over the course of the semester. Whether the aims of their creators were philosophical, spiritual, political, social, economic, or purely aesthetic, we will seek to better understand them, as well as the context in which they were acquired and cherished, the uses to which these monuments may have been put, and the grounds for both their original and subsequent appreciation. Thus, the goals of this course include developing visual and historical tools you can use outside the confines of this class to explore art and visual culture, and to self-reflect on the development of your own perceptions and beliefs of cultures different from your own.

Covid-19 Statement

If a student becomes ill or there is a need for a student to quarantine, please contact your TA and/or instructor as soon as possible to discuss options for completing class work. We are committed to supporting your success in this course and good communication is crucial to determine how to best facilitate this support.

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>).

Course Requirements

You are expected to show an introductory understanding of the visual culture of China, Taiwan, Tibet, Korea, and Japan and the surrounding areas discussed in class. Specifically, you will be expected to:

- Recognize and identify the monuments from the artistic traditions we discuss
- Recognize the basic characteristic forms, styles, and iconographies of the art and architecture
- Provide an understanding of the context of the works of art and the ways in which the monuments function within their cultural and historical context.
- Participate in class discussions.
- Prepare for class by completing all readings.

Learning Outcomes

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

- Show an introductory understanding of the visual culture of China, Taiwan, Tibet, Korea, and Japan and the surrounding areas discussed in class.
- Describe the representations of categories that distinguish race, gender, and ethnicity in the regions discussed in class.
- Recognize and identify the monuments from the artistic traditions we discuss.

- Recognize the basic characteristic forms, styles, and iconographies of the art and architecture.
- Evaluate how race, gender, ethnicity function within governance and art institutions and how these impact societies.
- Provide an understanding of the context of the works of art and the ways in which the monuments function within their cultural and historical context.

General Education Expected Learning Outcomes

History of Art 2003 fulfills the Visual and Performing Arts requirement in the Arts and Humanities (Breadth) section of the old (GEL) General Education Curriculum and 3 hours of the Historical Study requirement. Students may opt to count it in either category but not both. It can also fulfill the “Global Studies” requirement. The stated goals and rationales for the categories are as follows:

VISUAL AND PERFORMING ARTS

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; for interpretation and evaluation; for critical listening, reading, seeing, thinking, and writing; and for experiencing the arts and reflecting on that experience.

Expected Learning Outcomes are:

1. Students develop abilities to be enlightened observers or participants in the visual, spatial, musical, theatrical, rhetorical, or written arts.
2. Students describe and interpret achievement in the arts and literature.
3. Students explain how works of art and literature express social and cultural issues.

HISTORICAL STUDY

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes are:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

GLOBAL STUDIES

Expected Learning Outcomes are:

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

NEW GE (GEN)

History of Art 2003 fulfills the Foundation: Race, Ethnicity, and Gender Diversity requirement, the Foundation: Literary, Visual, and Performing Arts requirement, and the Foundation: Historical or Cultural Studies requirement. Students may opt to count it in one category but not all three. The stated goals and rationales for the three categories are as follows:

FOUNDATION: RACE, ETHNIC, AND GENDER DIVERSITY

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

Expected Learning Outcomes are:

- 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.
- 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.

FOUNDATION: LITERARY, VISUAL, AND PERFORMING ARTS

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

Expected Learning Outcomes are:

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

FOUNDATION: HISTORICAL OR CULTURAL STUDIES

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

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.

History of Art 2003 addresses these objectives in several important ways. It engages works of art through close analyses of their structure, function, and subject matter, as well as the historical factors—political, social, and cultural alike—that contributed to their creation. It also uses artworks as a platform to analyze and discuss how concepts of race, ethnicity, gender, and sexuality were conceived of in different parts of East Asia throughout history. The course is thus strongly interdisciplinary, since it both presents the historical context as integral to an understanding of artistic developments and draws parallels with similar phenomena in other areas of cultural achievement. HA 2003 also emphasizes general principles and strategies of visual analysis through which students can appreciate and begin to understand works of art from historical and cultural contexts other than those covered by the course itself. By exploring cultures from outside the United States, this enables students to become educated, productive, and principled citizens in an increasingly globalized world. Moreover, the course lectures, readings, and other assignments are designed to enhance the student's overall critical and analytic abilities, just as the essay format of the exams is intended to encourage students to work on the clarity and precision of their writing.

Required Materials and/or Technologies

Textbook:

De-Nin Lee and Deborah Hutton, *The History of Asian Art, A Global View*, (Thames and Hudson College, 2022).

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen.

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

Self Service and Chat: go.osu.edu/it

Phone: [614-688-4357 \(HELP\)](tel:614-688-4357)

Email: servicedesk@osu.edu

Grading

Your grade will be based on two exams, four online response essay assignments, bi-weekly notes, and your attendance and participation in lectures and recitations. The exams will cover the civilizations of China, Taiwan, Tibet, Korea and Japan.

Exams

The exams will include short answer, slide identifications, unknown images, and comparison essays. The final exam will have a short cumulative portion in addition to the short answer, slide identifications, unknown images, and comparisons. The midterm exam will be held in-person during our regular class period on Wednesday, February 14. The final exam is on the university appointed day and time, Friday, April 26 at 12:00-1:45pm. These exams will be open-note essay exams; you are allowed to bring three pages (8.5 x 11 inches) of handwritten notes (front/back) to the exam that you will submit with your exam.

Academic integrity and collaboration: You are expected to complete these exams on your own without communicating with other students. You are not allowed to discuss the exams with anyone until after all exams have been submitted.

Notes

Description: Every other week you will be expected to upload your notes from the lectures and recitations. You may submit hand-written or typed notes to the bi-weekly assignment folder dedicated to notes. Simply upload your computer file or a photo of your hand-written notes to the assignment folder. It is highly recommended that you post your notes from each day after each class to ensure that your assignment is submitted and on time. No late submissions will be accepted. A rubric for this assignment type is posted on Carmen.

Academic integrity and collaboration: You are expected to complete your notes on your own without communicating with other students. The plagiarism tool Turnitin will be used for all documents submitted to CarmenCanvas.

Regular attendance of the weekly recitation sections is essential to success in this course. These weekly meetings will contain new material as well as develop the material discussed in lectures, particularly the readings. Therefore, your participation and attendance at these sections is critical. Missing more than three recitations will result in a zero for your attendance and participation grade.

Online Response Essays

Description: The essays will address the question(s) posed in the assignment worksheet. Each essay should be 400-500 words in length. Essays should be submitted online to Carmen no later than 11:00am the day of class in which the assignment is to be discussed. Each response essay will be graded out of five points and an accompanying document detailing specific criteria will be issued in advance of the assignment. Late assignments will not be accepted.

Academic integrity and collaboration: You are expected to complete these essays on your own without communicating with other students. You should follow Chicago style to cite the ideas and words of your sources. Please see the writing and citation guide on CarmenCanvas. You are encouraged to ask a trusted person to proofread your assignments before you submit them, but no one else should revise or rewrite your work. The plagiarism tool Turnitin will be used for all documents submitted to CarmenCanvas.

Participation and Attendance

Description: Since discussion is a critical part of this course and because a large amount of information covered in lecture does not appear in your text, attendance and participation are crucial. Attendance and participation will be recorded bi-weekly. You are also responsible for

any changes to this syllabus or the class schedule mentioned during class. If you do happen to miss any class period, it is strongly advised that you obtain class notes from another student.

Please remember, you are a member of this class community and should arrive to class prepared for discussion. This entails having read the materials assigned for that day.

Late Assignments

Late submissions will not be accepted. Please refer to Carmen for due dates. For any health-related issues that may impact an assignment deadline, please contact the instructor at mathison.5@osu.edu and accommodations will be made.

The instructor is glad to make deadline accommodations through SLDS. Please contact the instructor as soon as possible to make arrangements.

Post-facto exceptions to these rules will only be made on a case-by-case basis for medical or personal emergencies. If you know you will need an extension, please contact Dr. Burke Mathison as soon as possible.

Online classes require students to be aware of their own schedules. Please pay attention to the schedule on the syllabus. The calendar function on CarmenCanvas is also very helpful.

Course Grading

| | |
|--------------------------|-----|
| Midterm Exam | 20% |
| Final Exam | 25% |
| Online Response Essays | 20% |
| Attendance/Participation | 15% |
| Bi-Weekly Notes | 20% |

Make-up exams will be offered only for cases with valid and documented excuses for medical or other emergencies. The instructor reserves the right to refuse to provide a make-up exam to students who do not provide appropriate documentation. In such instances that attendance at scheduled exams is not possible, the student must notify the instructor before the exam.

Instructor Feedback and Response Time

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

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **1 business day**. Do not send messages as comments on assignments. Email the instructor directly.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards within 1 business day of posting.
- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **seven to ten days**.

Grading Scale



A 93-100
A- 90-92

B+ 87-89
B 83-86
B- 80-82

C+ 77-79
C 73-76
C- 70-72

D+ 67-69
D 60-66
E 0-59

Other Course Policies

Discussion and Communication Guidelines

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

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

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

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](#) (studentconduct.osu.edu), 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. 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.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](https://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Artificial Intelligence and Academic Integrity

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 students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Copyright for Instructional Materials

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

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on [Ohio State's Title IX website](http://titleix.osu.edu) (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the [OIE website](http://equity.osu.edu) (equity.osu.edu) or email equity@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach their 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.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](http://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](http://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](http://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. 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 \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

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

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Religious accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Weather or other short-term closing

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas.

OSU Land Acknowledgement

The land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Class Schedule

(Topics listed by week are subject to change, dependent on availability of time. Changes will be announced in class and on the course site. Students are responsible for all announced changes in the course schedule, syllabus, and monument lists.)

Unit One: China

Week One: Introduction and Neolithic China

Reading

Monday: Lee and Hutton, pp. 10-22

Wednesday: Lee and Hutton, pp. 22-27

Recitation: East Asia and the Visual Culture of Racial and Ethnic Diversity

Week Two: Art of Ancient China: Power and Value

Reading

Monday: **Dr. Rev. Martin Luther King Jr. Day, no class**

Wednesday: Lee and Hutton, pp. 40-47; Translations and commentary of Oracle Bone Inscriptions from *Sources of Chinese Tradition*, Vol. 1, compiled by Wm Theodore de Bary, Wing-tsit Chan, Burton Watson. (Columbia University Press, 1960). pp. 6-20.

Recitation: Ancient Texts and Gender Values

Bi-weekly notes: **Due online by Saturday, January 20 by 11:59pm**

Week Three: Afterlife and Ritual: Hierarchy and Patriarchy

Reading

Monday: Lee and Hutton, pp. 48-50; Primary Source: Shang and Zhou Bronze inscriptions, translated by Wu Hung and Deborah Sommer, from Rebecca Brown and Deborah Hutton, ed. *Asian Art: An Anthology* (Blackwell, 2006), pp. 214-217.

Wednesday: Sullivan, Chapter Four.

Recitation: The Ethics of Excavation and Museum Display

Response Essay One – The Power of Bronze: Due on Carmen, by 11:00am, Thursday, January 25

Week Four: The Silk Road and Ethnic and Religious Diversity

Reading

Monday: Lee and Hutton, pp. 118-124

Wednesday: Sullivan, pp. 125-133; Excerpts from the Lotus Sutra and the Flower Garland Sutra, translations from *Sources of Chinese Tradition*, Vol. 1, pp. 446-454, 471-475.

Recitation: Iconography of the Buddha and Imperial Patronage

Bi-weekly notes: **Due online by Saturday, February 3 by 11:59pm**

Week Five: Chinese Painting – The Male Gaze and Competing Ideologies

Reading

Monday: Lee and Hutton, pp. 134-145; Primary Source: “The Six Laws of Xie He,” from *Some T’ang and Pre-T’ang Texts on Chinese Painting*: William Reynolds Beal Acker, translator and editor. Brown and Hutton, pp. 327-332.

Wednesday: Lee and Hutton, pp. 151-160

Recitation: Capturing Spirit in Chinese Painting

Response Essay Two – Gender Construction in Chinese Painting: Viewing “Beauties” - Due on Carmen, 11:00am, Thursday, February 8

Week Six: Landscapes, Literati, and Court Life for Eunuchs

Reading

Monday: Lee and Hutton, pp. 161-175; Guo Xi’s writings on landscape painting. Susan Bush and Hsio-Yen, Shih, translators and editors. Brown and Hutton. pp. 289-294.

Wednesday: In Class Midterm Exam

Midterm Exam in Class: Wednesday, February 14

Bi-weekly notes: **Due online by Saturday, February 17 by 11:59pm**

No Recitation This Week

Unit Two: Taiwan, Tibet, Korea and Japan

Week Seven: Invasion and Colonization

Reading

Monday: *The Art of Tibet* excerpt, “Alternative Chinas: Hong Kong and Taiwan” in *The Art of Modern China*, Julia F. Andrews, Kuiyi Shen, pp. 241-255

Wednesday: Dorinda Neave, Lara C.W. Blanchard, Marika Sardar, Eds *Asian Art*, pp. 243-246

Recitation: The Art of Exile and Colonialism

Week Eight: Ainu, The Impact of Colonization, and Rewritten Histories

Reading

Monday: Lee and Hutton, pp. 247-249; Ainu Art: The Beginnings of Tradition” by Chisato O. Dubreuil, from *Spirit of a Northern People*

Wednesday: Lee and Hutton, pp. 250-252; Primary Source: from *Samguk Yusa* (Records of the Three Kingdoms)

Recitation: Colonized Interpretations of the Indigenous Ainu Cultures

Bi-weekly notes: **Due online by Friday, March 2 by 11:59pm**

Week Nine: Colonized Korean Tomb Culture and Buddhist Art

Reading

Monday: Lee and Hutton, pp. 253-257; Primary Source: “The Ten Injunctions of Wang Kon/King T’aejo”

Wednesday: Lee and Hutton, pp. 250-252

Recitation: Cultural Diversity through Ideology

Week Ten: Spring Break!

No OSU Classes this week – Enjoy your break!

Week Eleven: Hierarchy and Patriarchy in Joseon Art

Reading

Monday: Lee and Hutton, pp. 258-265

Wednesday: Lee and Hutton, pp. 266-275

Response Essay Three – Colonialism, Power, and Art Institutions: The Ethics of Collecting and Display

Due on Carmen, by 11:00am, Thursday, March 21

Week Twelve: Ancient Japan and Shintoism

Reading

Monday: Lee and Hutton, pp. 79-86

Wednesday: Lee and Hutton, pp. 87-93; Primary Source: “Birth of the Sun Goddess” and “The Divine Creation of the Imperial Ancestors,” from *Sources of Japanese Tradition*. (2001), pp. 20-23; *Kojiki (Records of Ancient Matters)*, trans. Basil Hall Chamberlain, (2000). pp. 17-40.

Recitation: The Sun Goddess and Gendered Governance

Bi-weekly notes: **Due online by Saturday, March 30 by 11:59pm**

Week Thirteen: The Empress' Commission

Reading

Monday: Lee and Hutton, pp. 94-101

Wednesday: Lee and Hutton, pp. 102-111; Proclamation of the Emperor Shomu on the Erecting of the Great Buddha Image, from *Sources of Japanese Tradition*, Vol. 1. Brown and Hutton, pp. 275-277.

Recitation: Uniqueness and Diversity in Japanese Buddhist Art

Bi-weekly notes: **Due online by Saturday, April 15 by 11:59pm**

Week Fourteen: Gendered Depictions in Heian Painting

Reading

Monday: Lee and Hutton, pp. 112-124.

Wednesday: Lee and Hutton, pp. 125-137; "The Oak Tree," from *The Tale of Genji*: Murasaki Shikibu. Brown and Hutton, pp. 311-324

Recitation: Lady Murasaki and the First Novel in the World

Week Fifteen: Feudal Japan and Samurai Culture

Reading

Monday: Lee and Hutton, pp. 263-275

Wednesday: Lee and Hutton, pp. 276-284 "Letter of the Heart" by Murata Shukō, and excerpts from *Nanpōroku*, translated in *Sources of Japanese Tradition*, (1960), pp. 395-399.

**Japanese Print Visit to Billy Ireland Cartoon Library and Museum
During Recitation: Thursday, April 18/Friday, April 19**

Bi-weekly notes: **Due online by Saturday, April 20 by 11:59pm**

Week Sixteen: Actors and Courtesans: Edo Period and Woodblock Prints

Reading

Monday: Lee and Hutton, pp. 285-299

Response Essay Four – Japanese Woodblock Prints: Due on Carmen, 11:59pm, Monday, April 22

Final Exam: Friday, April 26, 12:00pm-1:45pm

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)