

## Term Information

Effective Term Autumn 2024

## Course Change Information

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

Adding REGD GE

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

To categorize the course in a more appropriate GE 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)?

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	Jewish Studies
Fiscal Unit/Academic Org	Near East S Asian Lang/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2700
Course Title	Introduction to the Hebrew Bible/Old Testament
Transcript Abbreviation	Hebrew Bible
Course Description	Reading and analysis of selected chapters from the Hebrew scriptures and post-biblical Hebrew writings representative of major historical, cultural, and literary trends.
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
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

---

<b>Prerequisites/Corequisites</b>	Prereq: English 1110.xx, or GE foundation writing and info literacy course.
<b>Exclusions</b>	Not open to students with credit for 2700H, Hebrew 2700, or 2700H.
<b>Electronically Enforced</b>	No

## Cross-Listings

<b>Cross-Listings</b>	Cross-listed in Hebrew.
-----------------------	-------------------------

## Subject/CIP Code

<b>Subject/CIP Code</b>	38.0206
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Literature; Global Studies (International Issues successors); Literary, Visual and Performing Arts; Race, Ethnicity and Gender Diversity  
The course is an elective (for this or other units) or is a service course for other units

### **Previous Value**

*General Education course:*

*Literature; Global Studies (International Issues successors); Literary, Visual and Performing Arts  
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**

- To introduce you to the Hebrew Bible by studying Genesis-2 Kings and other related texts;
- Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues
- Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

### **Previous Value**

- *To introduce you to the Hebrew Bible by studying Genesis-2 Kings and other related texts;*
- *To familiarize you with different approaches to reading the Bible*
- *To acquaint you with some of the major themes and literary features of these texts;*

**COURSE CHANGE REQUEST**  
2700 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/05/2024

**Content Topic List**

- Historical-critical approaches to Hebrew
- Intersectionality of Ethnic Identities and the Formation of a Leader in a Multicultural Context
- The Joseph Cycle: Sexuality and Gender in Ancient Perspectives
- Ethnic Genocide and Warfare
- Narrative
- Covenant
- Prophecy
- Biblical law
- Kingship
- Archaeology and the Bible

**Previous Value**

- *Historical-critical approaches to Hebrew*
- *Myth*
- *Narrative*
- *Covenant*
- *Prophecy*
- *Biblical law*
- *Kingship*
- *Archaeology and the Bible*

**Sought Concurrence**

No

**Attachments**

- JewshSt\_2700\_syllabus\_Master\_28DEC23.pdf: Syllabus  
*(Syllabus. Owner: Carmichael, Phoebe Cullen)*
- ge-foundations-submission (2).pdf: GE Rationale  
*(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Carmichael, Phoebe Cullen	04/02/2024 03:57 PM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	04/02/2024 04:29 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/05/2024 09:30 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/05/2024 09:30 AM	ASCCAO Approval

# Introduction to the Hebrew Bible / Old Testament

Class Numbers ##### (Hebrew 2700), ##### (Jewish Std 2700), ##### (Hebrew 2700H),  
##### (Jewish Std 2700H)

Meeting: BUILDING RM# | D/D ##:##XM - ##:##XM | Lecture | 3 units | Graded A–E | In Person or Remote

GEN Foundation: Race, Ethnicity, and Gender Diversity  
GEL Literature and Diversity: Global Studies

James D. Moore | [moore.5089@osu.edu](mailto:moore.5089@osu.edu) | Hagerty Hall 319  
Office hours. D/D ##:##XM–##:##XM and by appointment.

## Course Description

The Hebrew Bible/Old Testament (HB/OT) is a foundational document in human history. Its stories inspire peoples—ancient and modern, young and old, of every social class. From a historical point of view, however, it is collection of literature designed to create and fortify the ethnic identity of a single group within ancient and global imperial contexts. This course is an introduction to the content of the HB/OT from a scholarly and historical perspective. Students will read, discuss, and critique large sections of the HB/OT. In addition to exposure to the Bible’s influential stories and poetry, the student will learn about the social complexity and cultural intersectionality in the ancient societies in which the writers of the HB/OT lived and about which they imagined. In the process, students will fine-tune the transferable skills of close-reading written evidence, deduction and inference, evaluating between fact and perspective, articulating critical inquiry, and concise writing. The Hebrew Bible contains content that spans a range of possible human experiences, including stories of violence, such as bodily mutilation, war, (attempted) rape (man-on-woman and woman-on-man), ethnic attacks/genocide, psychological abuse, fratricide, and more. It enlightens our understanding of the historical development of race and gender in the ancient Near East, and it also contains some of the most important tales of success, underdog victories, and inspirational poetry to be found in the so-called Western Literary Canon.

## Objectives and Learning Outcomes

\*For GEL (Legacy) Outcomes, see the end of this syllabus.

### General Education: Race, Ethnicity, and Gender Diversity (GE on Class Schedule)

Goals:

- 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:

Successful students are able to:

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



- 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.
- 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.

This course addresses these goals by introducing the students to the HB/OT and the various expressions of race, gender, and ethnicity found therein. By focusing on the HB/OT in conjunction with other primary sources from the ancient Near East, students will develop critical skills that allow them to assess the various perspectives that intersect on the categories of race, gender, and ethnicity in the HB/OT and other Near Eastern sources. Through comparison of the primary sources, students will flesh out these perspectives in a variety of learning environments, including class discussion, breakout sessions, organized classroom debate, creative inductive exercises in the composition, guided quizzes, and writing assignments that prompt the student to reflect personally on race, gender, and ethnicity in the HB/OT. In addition, students will acquire practical skills in critical thought (see Practical Learning Outcomes below). The skills learned in the process of achieving these outcomes are transferable to modern thought and various (professional) disciplines.

### **Practical Learning Outcomes (P on Class Schedule)**

Successful students will learn transferable skills that are pragmatic and valuable for their own majors, minors, and future careers. This course will provide a venue for students to:

1. learn or enhance close-reading and comprehension skills of culturally sensitive literature and documents.
2. practice forming questions for critical inquiry.
3. practice literary analysis.
4. practice historical writing.
5. develop group-think skills.
6. practice using relevant digital tools.

### **Triggers and Tolerance**

This is a humanities course that includes content that describes positive and negative human experiences. Some content may trigger students who have experienced negative circumstances themselves. You may excuse yourself from a lesson in such a situation, but send me an email letting me know that this was the reason for your departure. Topics change in a discussion around every seven minutes, so return to the class to see if the content has changed.

### **How to Succeed in this Class**

- Attend.
- Come to class prepared.
- Expect to participate.
- Be open to new ideas. Grappling with challenging new information is the best road to learning.
- Don't procrastinate.
- Treat others in the class respectfully. If something challenges your understanding, respond respectfully and professionally to that challenge.

### **Teaching Philosophy**

Please read my statement on teaching philosophy found on Carmen.

## Class Schedule

I reserve the right to alter the schedule as the needs of the class change.

The reading for each day must be completed by the start of class. The “focus” refers to a text or topic that you should consider carefully and be ready to come to the lesson and discuss it.

Week	Date	Reading	Focus	Title	Learning Outcomes
1.1		Introduction	Gen 1	Introduction to Close Reading: The HB/OT's Anthropological Perspectives on Self	GE1.1, P1
1.2		Genesis 1–11; Psalms 104; 148	Gen 11:1–9.	Morality, Ethics, Globalism and the Role of Language in Identity Formation	GE1.4, GE2.3, P1
2.1		Genesis 12–36	Gen 12:1–9; 34. Proj. 1, §1 due.	Abraham, Isaac, and Jacob: Formation of Race through Ancestry	GE1.3, GE2.2, P1
2.2		Genesis 37–50	Gen (34); 38; 39	The Joseph Cycle: Sexuality and Gender in Ancient Perspectives	GE1.4, GE2.3, P5
3.1		Exodus 1–17; Psalm 78; Psalm 105	Exod 2–3; Sargon Birth Narrative in Class	Intersectionality of Ethnic Identities and the Formation of a Leader in a Multicultural Context	GE1.1, GE2.3, P1, P2
3.2		Exodus 18–24; 32–34	Exod 20–23	Law in the Formation of Ethnic Unity and Gender Roles Identities	GE1.2, GE1.5, P5
4.1		Numbers 5–6; Leviticus 1; 4–5; 10:1–7; 16; 18–19; Deuteronomy 1–6	ALL	Cult and the Formation of Status and (Deviant) Identity	GE1.4, GE2.1, P2
4.2		Special Topic: History vs. Historiography	Proj. 2 due	Introduction to History versus Historiography	GE2.2, P4
5.1		Joshua 1–12	Josh 8	Ethnic Genocide	GE2.3, P5
5.2		Joshua 13–24	Josh 15; Ancient Marriage Contracts on Carmen	Case Study: Roles of Men and Women in Ancient Marriages	GE1.2, GE2.3, P4, P5
6.1		Judges 1–12	Judg 4; 11:29–40	1. A New System with Male and Female Leaders 2. The Use of Historiography to Justify Reparations	GE1.3, P4
6.2		Midterm	Study!	Midterm	P1, P3
7.1		Judges 13–17	Judg 13–16	Samson's Biography: An Author's Racism and Sexism in Religious Focus	GE2.1, P4, P5
7.2		1 Samuel 1–15	1 Sam 7–9	The Formation of a Political State and Its Association with Ethnic Identity	GE1.1, P1, P3



Week	Date	Reading	Focus	Title	Learning Outcomes
8.1		1 Samuel 16–28; 2 Samuel 1–2	1 Sam 17–20; 28; 2 Sam 1; Gilgamesh in class	Snapshots of 1. (Ethnic) Warfare 2. Literary Allusions to Homoeroticism	GE1.4, GE2.2, P2
8.2		2 Samuel 3–24	1 Sam 13; 2 Sam 6–7	1. An Author’s Hypocrisy: Construing Prejudice within One’s Own Community 2. Special Topic: Covenant	GE1.2, P2
9.1		1 Kings 1–16; 2 Kings 12	2 Kings 12; 2 Chronicles 24; Marseille Tariff on Carmen	1. A Political Temple. 2. Using Documentary Historical Evidence in the Assessment of Literature	GE1.2, GE2.2, P2
9.2		1 Kings 17 – 2 Kings 13; Psalm 51; Jeremiah 48	1 Kings 16–20; 2 Kings 3; Jer 48; Mesha Stele on Carmen	Case Study: The Omrid Dynasty and the Mesha Stele from Moab	GE2.3, P2, P4
10.1		2 Kings 14–20; Nahum; Amos	2 Kings 10; 18–19; Ancient Sources Provided in Class	1. Religious Ethnocide. 2. Hezekiah and Sennacherib: Can One Ethnic Group Frustrate Globalism?	GE1.2, GE2.3, P6
10.2		2 Kings 14–20; Isaiah 36–39; Amos; Nahum	Amos 1–2; 4:1–5; Nahum; Isaiah 37–38	Enmity for the Other: Poetic Reflections	G1.3, GE2.1, P3
11.1		2 Kings 21–25; Jer 34–45;	2 Kings 22–23	Josiah’s Purge	GE1.2, GE1.4, GE2.2, P2, P3
11.2		2 Kings 21–25; Jer 34–45	2 Kings 24–25	Jerusalem Falls? Or Untangling Ethnic Power Structures	GE1.2, P1, P3
12.1		Ezra; Nehemiah	The Exile	Identity without Power: The Formation of Ancient Judaism	GE1.2, GE2.2, P1
12.2		Special Topic: Scribal Culture and Education	Proj. 3 due	Writing Texts, Gendering Texts	GE1.1, P1, P3
13.1		Proverbs 1:1–9:18; 30–31	Prov 1; 4:1–9; 31	Instruction, Muses, and the Archetypal Woman	GE1.3, P1, P5
13.2		Ecclesiastes (aka Qohelet)	ALL	A Pessimistic Anthropology	GE2.3, P1, P3
Final	TBA	Final	Study! Proj. 1, §3 due		P1, P4

## Course Materials

### Required Texts

SBL Study Bible (ISBN 9780062969422 [paperback], 9780062969439 [hardback], 9780062970138 [eBook]).

All others materials necessary for this course will be available free online or on Carmen. Familiarize yourself with the “Resources” module in Carmen.

### Device

Students should bring a device to each class lesson on which they can access the internet, access Carmen, read (aloud) from, and take notes. Students are expected to be responsible with their device while in class. Students who are using their device in such a way that it causes a distraction to themselves, classmates, or me may be asked to leave the classroom. In such a case, students forfeit the right to complete or receive credit for that day’s assignments, whether acknowledgment of attendance, quizzes, participation grades, midterm exam, and/or final exam.

### Additional information

Some assignments may have the option to use digital tools to complete the assignment, such as Chat GPT. If a student chooses an assignment option that includes such tools, they will need to create or use an account with these services at their own risk.

## Grading

### What You Can Expect

In this course you will read approximately 15,000–20,000 words a week. For the moderate-to-slow reader this is from two to three hours of reading a week. The course includes links to audio Bibles which may be used as needed. Nearly each week a quiz will be assigned. The course also requires three short writing projects, a midterm, and a final exam.

### Assignment Weight

Quizzes 20%

Midterm 20%

Final 25%

Projects 30% (10% each)

Participation 5%

### Grading Scale

- 93-100: A
- 90-92: A -
- 87-89: B+
- 83-86: B
- 80-82: B -
- 77-79: C+
- 73-76: C
- 70-72: C -
- 67-69: D+
- 60-66: D
- Under 60: E

### Exams (45%)

There are two exams in the course, a midterm worth 20% of the overall grade and a final exam worth 25% of the overall grade. The exams will be completed take-home on Carmen, and their



content is cumulative. Each exam will include a statement that a student must (digitally) acknowledge and that prohibits them from discussing a finished exam with a student who has not taken the exam.

### **Late Policy**

Students are expected to take quizzes and exams during the scheduled times. They may arrange special accommodations with me to take an exam, if they have a good reason to do so. Initial submission of projects must be on the date stipulated. the student must take into account that (1) the assignment is credit/no credit, and the student may be required to resubmit to achieve credit and that (2) final submissions of all assignments **MUST** be uploaded to Carmen before the last day of the semester. No quiz may be taken late.

### **Projects (30%)**

There are three short written projects in this course. See "Assignments" below (and Carmen).

### **Quizzes (20%)**

Each quiz is designed to prepare the student for the in-class discussion period. You will have until 5 minutes before the start of class to finish each quiz on Carmen. You may take the quiz as many times as needed to get a better grade. The content of the quiz will come from the upcoming class session's assigned readings and/or the previous class session(s). Quizzes may be cumulative throughout the semester in order to help you remember important concepts. There are approximately twelve to thirteen (12–13) quizzes in the course. Only ten (10) will count toward your grade.

### **Participation (5%)**

Participation is based on the student's engagement in the lessons.

### **Attendance**

Attendance is not graded, however, it is impossible to earn participation credit without attending and engaging. Although there is no grade for attendance, students can fail out of the class for not attending. Students may not be absent more that 6 times during the twenty-six (26) lessons of the semester (i.e. 23%). All excusable absences should be declared in writing (via email) during the first week of class.

## Assignments

### Project 1: Self-Reflection on Race, Gender, Ethnicity, and Religious Experience

Learning Outcomes: GE1.1, 2.1, P1, P3

This assignment will help you self-reflect on the academic experience from a humanities perspective.

The project contains two sections:

#### Section 1. (Worth 5% of your overall grade)

[Due Week 1.2.](#)

Prompt:

1. In **one paragraph** describe your previous exposure to the HB/OT and what prompted you to take this course.
2. In **one paragraph** describe how you understand the categories of Gender and Sexuality.
3. In **one paragraph** describe how you understand the categories of Race, Ethnicity, and Nationality.
4. In **one paragraph** describe either:
  - how your religious tradition uses the HB/OT to support or reject notions of gender, sexuality, race, ethnicity, or nationality. Provide at least two specific examples
  - or how you perceive the popular or political discourse on the Bible supports or rejects notions of gender, sexuality, race, ethnicity, or nationality. Provide at least two specific examples.

Proofread and spell and grammar check your work. Then submit as a pdf on Carmen with the filename **Proj1-1\_[YourLastName].pdf**

#### Section 2. (Worth 5% of your overall grade)

[Due After Week 12 but before the last day of the semester.](#)

Prompt:

1. Reflect on our readings and discussions of ender, sexuality, and identity throughout the course. (HINT: consider Lot, Joseph, Dinah, Tamar, the Sotah, David and Jonathan, etc.)
2. Read the following Hosea 1–2; Song of Songs; Ruth; and Susanna.
3. In one paragraph (four sentences) describe how each of the four works above portray ender, sexuality, and identity. One sentence per work.
4. Read your Project 1, Section 1 submission.
5. In **two paragraphs** reflect on how your position on gender, sexuality, and identity has changed or been nuanced.
6. Reflect on the different political structures, racial categories, and ethnic categories studied in class, e.g., Hebrews > Israel > Israelites > Judahites > Judeans, tribal confederations, monarchies, imperial provinces, etc.
7. In **two paragraphs** describe how studying the HB/OT and its historical developments of race, ethnicity, and nationality of a single group has changed or nuanced your ideas of race, ethnicity, or nationality throughout the semester.

Proofread and spell and grammar check your work. Then submit as a pdf on Carmen with the filename **Proj1-2\_[YourLastName].pdf**

## Project 2: Forming an Argument Based on Close-Reading Skills

Learning Outcomes: GE1.1, GE1.3, GE2.2, P1, P2, P3, P6

Due end of week 4.

Select **ONE** of the two options to complete.

### Option 1:

1. Read the flood narrative from the Epic of Gilgamesh found on Carmen.
2. Ask Chat GPT or another similar AI software this: Please write a 250 word essay that compares and contrasts the story of Noah's flood from the Bible with the story of Utnapishtim from the Epic of Gilgamesh.
3. In no more than 250–275 words critique the AI generated essay.  
Helpful questions to ask yourself: Does the AI-essay grasp the literary features of the text? What is it missing? What important literary features of Noah and Utnapishtim's experiences, characterization, or settings should have been emphasized? Can you give a detailed example of a point of comparison that the AI-essay missed?

You will turn in a document (Filename: **Proj2-1\_[YourLastName].pdf**) with your

- name.
- date.
- the name of the AI generator you used (likely Chat GPT).
- the AI generated essay. (Copy and Paste.)
- your argumentative critique. Maximum 250 words, spell and grammar checked.
- Copy and paste the following at the end of your assignment as a digital acknowledgement of its content: I acknowledge that this argumentative critique is solely my own work; I have not plagiarized.

### Option 2:

1. Read the Code of Hammurabi found on Carmen.
2. In 250 a word argument either agree or disagree with this statement: The Covenant Code in Exodus is unrelated to and independent from the Code of Hammurabi.  
Guidance: A convincing argument will include detailed discussion of passages from each source.

You will turn in a document (Filename: **Proj2-2\_[YourLastName].pdf**) with your

- name.
- date.
- copy of the essay prompt.
- your 250–275 word essay, spell and grammar checked.
- Copy and paste the following at the end of your assignment as a digital acknowledgement of its content: I acknowledge that this my argumentative critique is solely my own work; I have not plagiarized.

### Grading.

This project will be graded pass/fail (full credit or no credit). You may be asked to edit, update, and resubmit your essay in order to receive full credit. Expect to resubmit the assignment at 1–3 times. (No student receives a pass on the first submission.)

### Project 3: Deducing Historical Events or Circumstances

Learning Outcomes: GE1.3, P3, P4, P6

Due end of week 12.

Select **ONE** of the two options to complete.

#### Option 1:

1. Read 2 Kings 18; 2 Chronicles 32; Micah 1:13; Prism of Sennacherib column III; Siloam Inscription.
2. Study Sennacherib's reliefs of the Siege of Lachish from the British Museum. (Stay in the blue room on the [virtual tour](#).)
3. Prompt: In 250–300 words write a history of Sennacherib's attack on Judah in 701 BCE using the sources above.

Guidance: Consider all the notions of history versus historiography that we discussed in class. You are expected to cite from biblical sources, Sennacherib's Prism, and the relief of the Siege of Lachish. You will be graded on the clarity of your historical narration and conciseness.

You will turn in a document (Filename: **Proj3-1\_[YourLastName].pdf**) with your

- name.
- date.
- copy of the essay prompt.
- your 250–300 word essay, spell and grammar checked.
- Copy and paste the following at the end of your assignment as a digital acknowledgement of its content: I acknowledge that this my argumentative critique is solely my own work; I have not plagiarized.

#### Option 2:

1. Read Joshua 15. Focus on verses 13–19. Read the ancient marriage contracts (on Carmen).
2. Prompt: Use the documentary sources (i.e., the ancient marriage contracts) to gap fill the information found in Joshua 15. Write a history of Joshua 15 from the point of view of its Persian period author. Discuss the purpose of marriage, the role of the woman in the agreement, and the legal standing of the woman and agreement.

Guidance: Consider all the notions of historical gap filling and the use of documentary evidence that we discussed in class. You are expected to cite from biblical sources and the ancient marriage contracts in your historical narration. You will be graded on the clarity and of your historical narration.

You will turn in a document (Filename: **Proj3-2\_[YourLastName].pdf**) with your

- name.
- date.
- copy of the essay prompt.
- your 250–300 word essay, spell and grammar checked.
- copy and paste the following at the end of your assignment as a digital acknowledgement of its content: I acknowledge that this my argumentative critique is solely my own work; I have not plagiarized.

#### Grading.

This project will be graded pass/fail (full credit or no credit). You may be asked to edit, update, and resubmit your essay in order to receive full credit.

## Academic Policies

### Academic Integrity Policy

See “Course Materials | Device”, “Grading”, and “Assignments” in this syllabus for specific statements about academic academic integrity to which each student is obliged.

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

### Copyright for Instructional Materials

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

### Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Please, know that I, as an employee at OSU, am legally responsible for reporting (sexual) assault if a student reports to me.

### Commitment to a Diverse and Inclusive Learning Environment

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

### Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca,

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

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

## Your Mental Health

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

Accessibility accommodations for students with disabilities

## Requesting Accommodations

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

## 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 prior 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](https://odi.osu.edu/religious-accommodations).

## General Education Legacy Outcomes

These are the expected learning outcomes under the rubric of the GE Legacy curriculum in:

### Literature

Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

#### Expected Learning Outcomes

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

### Diversity, Global Studies

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

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. In the Classroom

Class lessons are discussion oriented. In nearly each lesson students will work in small groups/ breakout sessions as well as participate in a larger discussion that allows them the chance to fine-tune close-reading, deduction, and reasoning skills. Students will be asked to further participate by reading aloud.

This course will achieve these goals through comparison of the primary sources, students will flesh out these perspectives in a variety of learning environments, including class discussion, breakout sessions, organized classroom debate, creative inductive exercises in the composition, guided quizzes, and writing assignments that prompt the student to reflect personally on race, gender, and ethnicity in the HB/OT. The skills learned in the process of achieving these outcomes are transferable to modern thought and various (professional) disciplines.

# GE Foundation Courses

## Overview

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

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

## Accessibility

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

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

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

### A. Foundations

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**A. Foundations**

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