

Term Information

Effective Term Spring 2025
Previous Value Summer 2023

Course Change Information

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

Seeking approval for distance learning option

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

This course would translate well to online instruction and has been in demand, so offering an online version would allow more students to have the ability to enroll.

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)?

NA

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 Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2210
Course Title Race, Ethnicity, Gender Diversity and Human Biology
Transcript Abbreviation REGD and Hum Bio
Course Description Focuses on the history of pseudoscience in the biological study of race, ethnicity, gender diversity, and human sexuality; evaluates modern scientific studies relating to human biological diversity.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value 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

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

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

Course Details

Course goals or learning objectives/outcomes

- Explain the different attributes of pseudoscience, poor science, and science.
- Apply their understanding of differences between pseudoscience, poor science, and science to evaluating studies relating to the biology of race, ethnicity, gender, and sexuality of the past and present.
- Directly connect early biological conceptions of race, ethnicity, gender, and sexuality to how these were used to rationalize slavery, genocide, oppression, and discrimination.
- Identify intersectional effects on people's lived experiences of early biological conceptions of race, ethnicity, gender, and sexuality.
- Articulate principles of modern anthropological, genomic, and/or psychological understandings of race, gender, and sexuality.
- Analyze how social constructs such as race and gender impact health and well-being, and in this sense become embodied biology.
- Analyze the challenges inherent in research on the intersectional effects of social constructs on health and well-being.

Content Topic List

- Science, poor science, and pseudoscience and how to know the difference
 - What do we mean today by Race? Ethnicity? Gender Diversity? Sexual Orientation? Intersectionality?
 - Historical origins of “scientific” racial classification and attributions of biological traits to ethnic groups
 - Early “scientific” understandings of gender diversity and sexuality
 - Connecting early scientific misunderstandings to “scientific” rationalizations for slavery, oppression, and discrimination
 - Introduction to Social Darwinism and Eugenics
 - Case Study: Eugenics in the United States
 - Case Study: Eugenics in Nazi Germany
 - What are the foundational principles of our modern understandings of human biological diversity?
 - When social constructions of race, ethnicity and gender intersect to impact people's health and how to study the impact
 - When modern scientific understandings provide a basis for addressing sexism and discrimination against LGBTQ individuals...and when they don't.
 - The pseudoscience backlash
- No

Sought Concurrence

Attachments

- Anthropology 2210 ASC-distance-approval-cover-sheet.pdf: Distance Approval Cover Sheet 9/3/24
(Cover Letter. Owner: Palazzo, Sarah Rose)
- REGD and Human Biology 2024 for CLASS.pdf: In-person Syllabus 9/11/24
(Syllabus. Owner: Palazzo, Sarah Rose)
- 2210 Syllabus Online_Revised.docx: Online Syllabus 10/8/24
(Syllabus. Owner: Palazzo, Sarah Rose)

Comments

- Note to SBS Subcommittee:
Thank you for the feedback. I have addressed the two contingencies and two recommendations in the revised syllabus. The revised parts are highlighted in yellow. Many thanks for your consideration. Best wishes, Debbie Guatelli-Steinberg *(by Palazzo, Sarah Rose on 10/08/2024 11:20 AM)*
- Please see Subcommittee feedback email sent 09/30/2024. *(by Hilty, Michael on 09/30/2024 04:48 PM)*
- Please upload the in-person syllabus as well. See instructions here wrt what needs to be submitted
<https://ascas.osu.edu/submission/development/submission-materials/distance-courses>
Thank you *(by Vankeerbergen, Bernadette Chantal on 09/04/2024 09:39 AM)*

COURSE CHANGE REQUEST
2210 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/08/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Palazzo, Sarah Rose	09/03/2024 02:02 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	09/03/2024 03:11 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/04/2024 09:40 AM	College Approval
Submitted	Palazzo, Sarah Rose	09/11/2024 10:27 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	09/11/2024 10:30 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/17/2024 06:08 PM	College Approval
Revision Requested	Hilty, Michael	09/30/2024 04:48 PM	ASCCAO Approval
Submitted	Palazzo, Sarah Rose	10/08/2024 11:20 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	10/08/2024 11:29 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/08/2024 11:39 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/08/2024 11:39 AM	ASCCAO Approval



Syllabus

Anthropology 2210 Online

Race, Ethnicity, Gender Diversity and Human Biology

Spring 2025

3 Credit Hours

Online (Synchronous 1-hr per week)

Course overview

Instructor

- Instructor: Debbie Guatelli-Steinberg
- E-mail: guatelli-steinberg.1@osu.edu
- Phone: 614-247-9728
- [Course Zoom Link](#)
- Office Hours: Tuesday 4 pm-5pm
 - [Zoom Link](#)

Note: My preferred method of contact is e-mail: guatelli-steinberg.1@osu.edu

Course description

What this course is about

This course focuses on evaluating pseudoscientific and scientific studies that deal with race, ethnicity, gender diversity, and sexual orientation. We emphasize the history of pseudoscience in relation to these topics and its intersectional effects on people's lives. We analyze how modern scientific understandings invalidate



pseudoscientific views about human biological diversity that were once used to rationalize slavery, genocide, oppression, and discrimination. But we also take a critical eye to modern scientific studies related to race, ethnicity, gender diversity, and sexual orientation, evaluating their underlying assumptions and study designs. We end the course by examining the resurgence of pseudoscience related to race, ethnicity, gender diversity, and sexual orientation.

Why this course is taught in anthropology

Anthropology, as it is the holistic study of humanity, is a natural home for this course. The topic of this course, however, bears its strongest relation to the subdiscipline of Biological Anthropology, which focuses on understanding human origins, human evolution, primates, and modern human biological diversity. Historical practitioners of Biological Anthropology were guided by their biases, using “scientific” studies to rationalize oppression of people perceived as “different.” That oppression included people of diverse races, ethnicities, genders, sexes, and sexual orientations. However, today, Biological Anthropology as well as cognate sciences such as Psychology, have made certain principles clear, such as: the social construction of race, the fact that racial categories are poor reflections of human biological diversity, the embodied effects of race and ethnicity on people’s health and well-being, and the overwhelming evidence that gender identity and sexual orientation are not matters of choice. These principles form a new, more accurate, foundation for understanding human biological diversity that invalidates conclusions drawn from pseudoscientific studies of the past and present.

Course expected learning outcomes

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

- (a) Recognize distinctions among pseudoscience, poor (weak) science, and solid science;
- (b) Apply their understanding of these



distinctions to evaluating studies of the past and present relating to the biology of race, ethnicity, gender, and sexual orientation.

(b) Connect early biological conceptions of race, ethnicity, gender, and sexual orientation to how these were used to rationalize slavery, genocide, oppression, and discrimination. (b) Identify intersectional effects on people's lived experiences of early biological conceptions of race, ethnicity, gender, and sexual orientation.

(c) Articulate principles of modern anthropological, genomic, and/or psychological understandings of race, gender, and sexual orientation. These include the understanding of race and gender as social constructs as well as the fact that racial categories are poor reflections of human biological diversity.

(d) Analyze how social constructs such as race and gender impact health and well-being, and in this sense become embodied biology.

General education goals and expected learning outcomes

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

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. **Successful students are able to:**

- a. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others
- b. 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.



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

Goal 2: **Successful students** will recognize and compare a range of lived experiences of race, gender, and ethnicity. **Successful Students are able to:**

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

How this course relates to goals and expected learning outcomes of the REGD Foundation

With respect to Goal 1: Students will analyze, throughout the course, how early biological conceptions of race, ethnicity, gender, and sexual orientation—as well as current pseudoscientific manifestations of these ideas—had (and continue to have) historical and societal consequences. These consequences include intersectional effects on people's lived experiences. Students will also examine how scientific study of these topics today has social and ethical implications that in many ways helps promote goals related to diversity, equity, inclusion, and justice. However, they will also explore how scientific study of these topics can sometimes, though inadvertently, lead to “othering,” and thus be antithetical to those goals. With respect to Goal 2: Students will discuss, throughout the course, their evolving conceptions of race, ethnicity, gender, and sexual orientation and how these intersecting identities impact people's lived experiences.

How this online course works

Mode of delivery

This course is 100% online. Please review the course schedule below for details on course topics, assignments, and live sessions. Weekly lectures are asynchronous and will be posted on-line (via Carmen). On most **Thursdays** (see course schedule below) we will meet for a **live discussion session** held via zoom from **4:00-5:00 pm Eastern Time**. During these sessions we will discuss in greater detail the materials you covered in class assignments for that week. These sessions are mandatory, and attendance will be taken.

Pace of online activities

This course is divided into weekly modules. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

Because this is an online course, your attendance is based on your online activity and attendance/participation in the live Thursday sessions. The following is a summary of students' expected participation.

Participating in online activities

You are expected to participate **AT LEAST ONCE PER WEEK**. During most weeks, you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.



Weekly assignments or discussion posts:

On almost all weeks you will either turn in an assignment or be required to post a comment on an Online Discussion.

Office hours and live sessions

While participation in my office hours is optional, **attendance at the live (ZOOM) Tuesday sessions from 4-5 pm is mandatory.**

Course communication guidelines

Writing style

In written assignments as well as discussion posts, you are expected to write in complete sentences and to check for grammar and spelling. Strive for clarity in your writing.

Tone and civility

Some of the topics in this class are sensitive. Please be respectful of other people's sensitivities. Please let me know if you anticipate—or experience— **any** issues related to those sensitivities in this class so I can address them. People also will have divergent points of view, and I ask that you treat people—and their points of view— respectfully. It is of course okay to disagree, so long as you do so in a civil manner and without intent to insult or upset others.

Citing your sources

In the assignments, you will be expected to cite the sources you are using. These can be sources from our class or elsewhere. Please use APA citation guidelines: <https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles>



Protecting and saving your work

I recommend that you first create your assignments and discussion posts off-line using a word document (or in the case of the concept map assignment, as a PowerPoint slide). This way you will have a backup of the work you submit in Carmen.

Course materials and technologies

All readings are included at the end of each module. These readings are in the form of links to on-line sources or pdfs.

This course uses Hypothesis, which is a reading annotation tool. You are not required to use Hypothesis, but I recommend that you do. With Hypothesis, you can add your questions and comments to the readings. I will monitor these and provide feedback. It's a good way to interact with the readings and with me!

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)



- Introduction to Hypothesis Annotation Tool
(<https://osu.instructure.com/courses/163079/modules/items/12750029>)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service



If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points
Attendance and Participation in Tuesday Discussions	75
Assignment #1: Essay Evaluating Scientific Merit of Research	20
Assignment #2: Discussion Post on Race as a Social Construct	10
Assignment #3: Essay Analyzing Down's London Hospital Report	20
Assignment #4: Discussion Post on Sara Baartman and Intersectionality	10
Assignment #5: Concept Map	20
Exam 1: First 5 weeks of course	75
Assignment #6: Essay Evaluating Galton's Scientific and Ethical Arguments	20
Assignment #7: Discussion Post on Reasons for the Popularity of Eugenics in America	10



Assignment Category	Points
Assignment #8: Discussion Post on Slater’s Article “German Eugenics in Practice”	10
Assignment #9: Essay Comparing and Contrasting Eugenics in America and Nazi Germany	20
Exam 2: Weeks 6-9 of course	75
Assignment #10: Essay Comparing Scientific Statements about Race	20
Assignment #11: Discussion Post on How Race Can “Become” Biology	10
Assignment #12: Discussion Post on How Current Scientific Understandings of REGD may Promote or Hinder Social Goals of Diversity, Equity, and Inclusion	10
Assignment #13: Discussion Post on the Persistence of Pseudoscientific Ideas about Intelligence and Race	10
Assignment #14: Discussion Post Rebutting REGD Pseudoscience on the Internet	10
Exam 3: Weeks 11-15 of course	75
Total	500



Description of major course assignments

Assignment #1: Essay Evaluating Scientific Merit of Research

- Description

Write a four-paragraph essay providing (1-2 pp) your evaluation of the scientific merit (strengths & weaknesses) of the articles by Money, 1977 and Nyenhuis et al., 2017. Your essay should have:

1. an introductory paragraph: brief summary of both articles and your thesis statement (argument)
2. two paragraphs—one each for each study with examples that flesh out and support your thesis statement,
3. a brief concluding paragraph summarizing your main points.

- Academic integrity and collaboration guidelines

This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.

Assignment #2: Discussion Post on Race as a Social Construct

- Description

Post a response to this question “What does it mean to say that race is a social construct? Explain your answer.”

- Academic integrity and collaboration guidelines

This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.



Assignment #3: Essay Analyzing Down's London Hospital Report

- Description

Write a four-paragraph essay (1-2 pp) providing your evaluation of the author's conception of human biological variation **and** of the 'scientific' evidence the author relies upon in his report. Your essay should have:

1. an introductory paragraph: brief summary of the article and your thesis statement (argument)
2. middle paragraphs—one that fleshes out your evaluation of the concepts of race and/or ethnicity as expressed in this report and one that fleshes out your evaluation of the 'scientific' evidence offered in support of the author's ideas.
3. a brief concluding paragraph summarizing your main points.

- Academic integrity and collaboration guidelines

This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.

Assignment #4 Discussion Post on Sara Baartman and Intersectionality

- Description

Post a response to this question: In your own words, what is intersectionality and how can you apply this concept to the lived experiences of Sara Baartman?

- Academic integrity and collaboration guidelines



This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.

Assignment #5: Concept Map

- Description

Produce a concept map on a PowerPoint slide that reflects connections between early “scientific” assumptions/rationalizations about REGD and historical events. A template with an initial example will be provided.

- Academic integrity and collaboration guidelines

This is an individual assignment to be created solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the concept map must be your own.

Assignment #6: Essay Evaluating Galton’s Scientific and Ethical Arguments

- Description

Write a four-paragraph essay (1-2 pp) providing your evaluation of the Galton’s scientific and ethical arguments, as outlined in Reading 23 below. Your essay should have:

1. an introductory paragraph: brief summary of Galton’s main concept of eugenics and your thesis statement (argument),
2. middle paragraphs—one that fleshes out your evaluation of the scientific arguments and one that fleshes out your evaluation of the ethical issues
3. a brief concluding paragraph summarizing your main points.



- Academic integrity and collaboration guidelines

This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.

Assignment #7: Discussion Post on Reasons for the Popularity of Eugenics in America

- Description

Post a response to this question: “Why do you think the eugenics movement was so popular in America? Explain.”

- Academic integrity and collaboration guidelines

This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.

Assignment #8: Discussion Post on Slater’s Article “German Eugenics in Practice”

- Description

Post a response to this question: “In what ways does Slater’s article, written in 1936, reflect criticism of German Eugenics in Practice? Give an example.”

- Academic integrity and collaboration guidelines

This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.



Assignment #9: Essay Comparing and Contrasting Eugenics in America and Nazi Germany

- Description

Write a two-page essay comparing and contrasting the “scientific”/ ideological basis of the eugenics program in the United States and Nazi Germany (page 1) as well as the policies and practices that were part of these programs (page 2).

- Academic integrity and collaboration guidelines

This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.

Assignment #10: Essay Comparing Scientific Statements about Race

- Description

Write a one to two-page answer to this question: “How do the AABA and AAA more recent statements on race compare and contrast with the 1951 UNESCO Statement on the Nature of Race and Race Differences?”

- Academic integrity and collaboration guidelines

This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.



Assignment #11: Discussion Post on How Race Can “Become” Biology

- Description

Post a response to this question: “What does it mean to say that race can *become* biology? Give a clear example.”

- Academic integrity and collaboration guidelines

This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.

Assignment #12: Discussion Post on How Current Scientific Understandings of REGD may Promote or Hinder Social Goals of Diversity, Equity, and Inclusion

- Description

Post a response to these questions: “How do current scientific understandings of race, gender identity, or sexual orientation help to promote social goals of diversity, equity, and inclusion? How do they potentially hinder those goals? Explain.”

- Academic integrity and collaboration guidelines

This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.

Assignment #13 Discussion Post on the Persistence of Pseudoscientific Ideas about Intelligence and Race

- Description

Post a response to this question: “Why do pseudoscientific ideas about intelligence and race persist in modern times?”



- Academic integrity and collaboration guidelines

This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.

Assignment #14: Discussion Post Rebutting REGD Pseudoscience on the Internet

- Description

Find an internet example of pseudoscience related to REGD. Post the link and then post a one paragraph rebuttal.

- Academic integrity and collaboration guidelines

This is an individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may discuss your ideas with others, but the writing must be your own.

Exams:

- Description

Exams consist of a combination of multiple choice and short answer questions. Exams must be taken on Carmen on the dates given in the course syllabus below.

- Academic integrity and collaboration guidelines

Exams are individual assignment to be written solely by yourself and without the assistance of ChatGPT. You may consult readings and notes.

Late assignments

Late assignments will be marked down 10% for each day late.



How discussion posts and essays are evaluated

Discussion posts:

Expected length is 4-5 sentences; i.e., one paragraph.

- Discussion posts will be evaluated based on a 10-point scale, based on the following rubric:
- 9-10 points: Thoroughly and thoughtfully addresses question
- 8-8.5 points: Answer reflects some thought, but is not as thorough as it could be
- 7-7.5 points: Addresses question but is somewhat lacking in both thoroughness and thoughtfulness.
- 1-6.5 points: Posts a response but it does not directly address the question.

Note: I will reply to each of your discussion posts within the discussion.

Essays:

Expected length for each essay is stated below each essay assignment (please see previous section entitled “Description of Major Course Assignments.”)

- Essays will be evaluated on a 20-point scale, based on the following rubric:
- 18-20 points: Has a clear thesis statement, backs up assertions from information in readings and/or in lectures, writes clearly, addresses all parts of question and follows all instructions
- 16-17.5 points: Follows all instructions and addresses all parts of question but does not consistently back-up assertions with information from readings in lectures OR doesn't write as clearly as possible.



- 14-15: Follows all instructions and addresses all parts of question but does not consistently back-up assertions with information from readings in lectures AND doesn't write as clearly as possible.
- 10-13.5: Follows instructions but does not address all parts of question, does not consistently back-up assertions, and does not write clearly.
- 1-9.5: Writes a response but does not follow all instructions, does not address all parts of question, does not consistently back-up assertions, and does not write clearly.

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

Instructor feedback and response time

Please reach out via e-mail or via during my online office hours with questions about, content, assignments and feedback.

Grading and feedback

It should take me no more than one week to grade assignments. However, there may be times when, for whatever reason, it takes a little longer. Please be patient.



Preferred contact method

For e-mail responses you should expect to hear from me within 24 hours.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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

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

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

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

- Committee on Academic Misconduct web page (go.osu.edu/coam)



- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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

Commitment to a diverse and inclusive learning environment

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



Land acknowledgement

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

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

Your mental health

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



Accessibility accommodations for students with disabilities

Requesting accommodations

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

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known

accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

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

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

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

Policy: [Religious Holidays, Holy Days and Observances](#)



Course Schedule

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

Week	Date	Topics/Readings/Assignments	Assessments Due
1		<p>Readings:</p> <ol style="list-style-type: none"> https://skepticalscience.com/11-characteristics-of-pseudoscience.html Money, 1977: Sex roles and sex coded roles. <i>Journal of Pediatric Psychology</i> 1977, Vol 2, No. 3, 108-109. Nyenhuis SM, Krishnan JA, Berry A, Calhoun WJ, Chinchilli VM...Ackerman SJ. Race is associated with differences in airway inflammation in patients with asthma. <i>J Allergy Clin Immunol.</i> 2017 Jul;140(1):257-265.e11. 	
		Lecture: Why this course is taught in Anthropology; Science vs. Pseudoscience.	
		Lecture: Science vs. Pseudoscience cont'd; Weak science, Unethical science; "The Boy with No Penis" video segment	
	Thurs	Zoom Discussion: Critiquing science	Assignment #1



Week	Date	Topics/Readings/Assignments	Assessments Due
2		<p>Readings:</p> <ol style="list-style-type: none"> 4. Gannon, M. (2016). Race is a social construct, scientists argue. <i>Scientific American</i>, 5, 1-11. (https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/) 5. American Psychological Association: Key Terms and Concepts in Understanding Gender Diversity and Sexual Orientation Among Students. 6. https://www.edi.nih.gov/blog/communities/intersectionality-part-one-intersectionality-defined 7. Havinsky (2014): Intersectionality 10. Institute for Intersectionality Research and Policy. Pages 1-12. 	
		Lecture: First principles: Race and ethnicity as social constructs	
		Lecture: First principles re: Gender diversity, sexual orientation, and intersectionality	
	Thurs	Zoom Discussion: How do you distinguish between the terms race and ethnicity?	Assignment #2



Week	Date	Topics/Readings/Assignments	Assessments Due
3		<p>Readings:</p> <ul style="list-style-type: none">8. Gould, Stephen J. <i>The Mismeasure of Man</i>: Chapter 3: Measuring Heads: Paul Broca and the Heyday of Craniology. Pages 105-141.9. Gould, Stephen J. <i>The Mismeasure of Man</i>: Chapter 4: Measuring Bodies: Two Case Studies on the Apishness of Undesirables. Pages 142-175.10. Down, Langdon H (1866). Observations on an Ethnic Classification of Idiots. In: <i>London Hospital Reports</i>, 259-262.	
		Lecture: Scientific Racism: Pre-evolutionary Conceptions	
		Lecture: Scientific Racism: Evolutionary Conceptions and Franz Boas's challenge	
	Thurs	<p>Zoom Discussion: Monogenism vs. Polygenism: Is one more racist than the other?</p>	Assignment #3



Week	Date	Topics/Readings/Assignments	Assessments Due
4		<p>Readings:</p> <p>11. Carducci, J., Haste, A., Longenberger, B. 2016. "What Am I?": Nineteenth-Century Medical Science, Intersexuality, and Freakification in the Life of Karl Hohmann. <i>Digital Literature Review, Ball State University</i>.</p> <p>12. Rosario, V.A. 2002. Science and Sexual Identity: An Essay Review. <i>J. History of Medicine and Allied Sciences</i>, 57: 79-85.</p> <p>13. https://www.nbcnews.com/think/opinion/darwin-damore-how-modern-science-failed-women-ncna801586</p> <p>14. Gould, S.J. 1985. Ch. 19: The Hottentot Venus (in <i>The Flamingo's Smile</i>), pp 378-392.</p>	
		Lecture: Early scientific understandings of gender diversity, sex differences, and sexual orientation	
		Lecture: Intersections of race and sex: Watch video: <i>The Life and Times of Sara Baartman</i>	
	Thurs	Zoom Discussion: How do your intersectional identities affect you?	Assignment #4



Week	Date	Topics/Readings/Assignments	Assessments Due
5		<p>Readings:</p> <p>15. Hammonds and Herzig, editors (2008) <i>The nature of difference: sciences of race in the United States from Jefferson to genomics</i>. Cambridge, Mass: MIT Press. Sections: 2.1 Laws (Thomas Jefferson), 2.2 Letter to the Secretary of State (Banneker) and 2.3 Jefferson's reply to Banneker</p> <p>16. https://www.nbcnews.com/think/opinion/use-dubious-science-defend-racism-old-founding-fathers-ncna823116</p> <p>17. Kenny, K. Irish Immigrant Stereotypes and American Racism. https://picturinghistory.gc.cuny.edu/irish-immigrant-stereotypes-and-american-racism/</p> <p>18. Staples, B. (2019) How Italians Became White. <i>New York Times</i>. https://bdnews24.com/opinion/comment/how-italians-became-white</p> <p>19. Whitcomb, I. (2019) Seven sexist ideas that once plagued science. <i>Livescience</i>: https://www.livescience.com/sexist-medical-ideas-about-women.html</p>	
		Lecture: "Scientific" rationalizations about race in historical context	
		Lecture: "Scientific" rationalizations about sex and gender in historical context	
	Thurs	Zoom Discussion: Concept Maps	Assignment # 5
	Fri	Exam 1: On Carmen	Exam 1



Week	Date	Topics/Readings/Assignments	Assessments Due
6		<p>Readings:</p> <p>20. Kavles, D. <i>In the Name of Darwin</i>. https://www.pbs.org/wgbh/evolution/darwin/nameof/</p> <p>21. Claeys, G. 2000. The “Survival of the Fittest” and the Origins of Social Darwinism. <i>Journal of the History of Ideas</i> 223-240.</p> <p>22. Fact Sheet: https://www.genome.gov/about-genomics/fact-sheets/Eugenics-and-Scientific-Racism</p> <p>23. https://galton.org/essays/1900-1911/galton-1904-am-journ-soc-eugenics-scope-aims.htm</p> <p><u>(Only the Galton writing is assigned; the ‘Discussion’ section is optional.</u></p>	
		Lecture: Social Darwinism	
		Lecture: Eugenics	
	Thurs		Zoom Discussion: Is Eugenics still around today?



Week	Date	Topics/Readings/Assignments	Assessments Due
7		Readings: 24. https://www.wikiwand.com/en/Eugenics in the United States 25. Davenport, C. B. (1921). Research in eugenics. <i>Science</i> , 54(1400), 391-397. 26. Farber, S. A. (2008) US Scientist's Role in the Eugenics Movement (1907-1939): A Contemporary Biologist's Perspective. <i>Zebrafish</i> 5(4): 243-245. 27. Boas, F. (1916). Eugenics. <i>The Scientific Monthly</i> , 3(5), 471-478	
		Lecture: Eugenics and watch video: <i>The Eugenics Crusade</i>	
		Lecture: Eugenics and watch video: <i>The Eugenics Crusade</i> (continued)	
	Thurs	Zoom Discussion: What were the intentions and consequences of American eugenics?	Assignment #7



Week	Date	Topics/Readings/Assignments	Assessments Due
8		<p>Readings:</p> <p>28. Slater, E. (1936) German Eugenics in Practice. <i>The Eugenics Review</i> 27: 285-295.</p> <p>29. Weingart, P. (1989) German Eugenics between Science and Politics. Vol. 5, <i>Science in Germany: The Intersection of Institutional and Intellectual Issues</i> (1989), pp. 260-282</p> <p>30. Gould, S.J. (1995) "The Most Unkindest Cut of All". From the book <i>Dinosaur in a Haystack</i>, pp. 309-324.</p>	
		<p>Lecture: The Science and Scientists of American Eugenics and Franz Boas' critique</p>	
		<p>Lecture: The Science and Scientists of Nazi Eugenics and "Racial Hygiene" programs</p>	
	Thurs	<p>Zoom Discussion: What were the underlying "biological" assumptions of Nazi eugenics and racial hygiene?</p>	Assignment #8



Week	Date	Topics/Readings/Assignments	Assessments Due
9		Readings: None this week	
		Lecture: Intersectionality and Nazi Germany	
		Lecture: The Breeding Program: Watch: Hitler's Perfect Children: The Lebensborn	
	Thurs	Zoom Discussion: How did Nazi Eugenics and Racial Hygiene Programs compare and contrast with Eugenics in the United States?	Assignment #9
	Fri	Exam 2: On Carmen	Exam 2
10		SPRING BREAK	
		Nothing to do but take a break!	



Week	Date	Topics/Readings/Assignments	Assessments Due
11		<p>Readings:</p> <p>31. UNESCO Statement on Race 1951 https://www.honestthinking.org/en/unesco/UNESCO.1951.Statement_on_Race.htm</p> <p>32. Statement on the Biological Aspects of Race: American Association of Biological Anthropologists https://physanth.org/about/position-statements/aapa-statement-race-and-racism-2019/</p> <p>33. Statement on Race: American Anthropological Association https://www.americananthro.org/ConnectWithAAA/Content.aspx?ItemNumber=2583</p>	
		Lecture: Historical Changes Mid-20 th Century in Science and Society; Modern Approach to Studying Human Biological Variation	
		Lecture: Case studies in human biological variation: The evolution of (1) Sickle Cell Disease (2) Skin Color	
	Thurs	Zoom Discussion: Analyzing UNESCO 1951, AAA, and AABA statements on race	Assignment #10



Week	Date	Topics/Readings/Assignments	Assessments Due
12		<p>Readings:</p> <p>34. Gravlee, C. C. (2009). How race becomes biology: embodiment of social inequality. <i>American Journal of Physical Anthropology</i>, 139(1), 47-57.</p> <p>35. https://www.scientificamerican.com/article/how-to-study-racial-disparities/</p> <p>36. Harari, L., & Lee, C. (2021). Intersectionality in quantitative health disparities research: a systematic review of challenges and limitations in empirical studies. <i>Social Science & Medicine</i>, 277, 113876. 10.1016/j.socscimed.2021.113876 [PMC free article]</p>	
		Lecture: How “race” can “become” biology	
		Lecture: More on how “race” can “become” biology: Covid 19	
	Thurs	Zoom Discussion: Intersectionality and Health Disparities	Assignment #11



Week	Date	Topics/Readings/Assignments	Assessments Due
13		<p>Readings:</p> <p>37. Polderman et al., 2018 The Biological Contributions to Gender Identity and Gender Diversity: Bringing Data to the Table. <i>Behavior Genetics</i> 45: 95-108.</p> <p>38. Eliot, L., Ahmed, A., Khan, H., & Patel, J. (2021). Dump the “dimorphism”: Comprehensive synthesis of human brain studies reveals few male-female differences beyond size. <i>Neuroscience & Biobehavioral Reviews</i>, 125, 667-697.</p>	
		Lecture: Modern biological understandings about gender diversity and identity	
		Lecture: Modern biological understandings of sex differences in the brain: Watch Debate	
	Thurs	Zoom Discussion: Are there significant sex differences in the brains of males and females?	Assignment #12



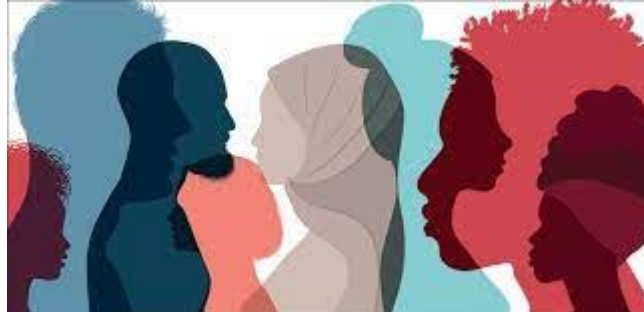
Week	Date	Topics/Readings/Assignments	Assessments Due
14		Readings: 39. Bogaert and Skorska 2020. A shore review of biological research on the development of sexual orientation. <i>Hormones and Behavior</i> 119: 104659 40. Gasper, P. The return of scientific racism. https://isreview.org/issue/110/return-scientific-racism 41. https://www.washingtonpost.com/local/a-brief-history-of-the-enduring-phony-science-that-perpetuates-white-supremacy/2019/04/29/20e6ae5aeb-11e9-a00e-050dc7b82693_story.html	
		Lecture: Modern biological understandings of sexual orientation	
		Lecture: Race and I.Q.	
	Thurs	Zoom Discussion: What is intelligence? What is I.Q.? How closely related are these concepts?	Assignment #13



Week	Date	Topics/Readings/Assignments	Assessments Due
15		Readings: 42. https://www.hrc.org/resources/the-lies-and-dangers-of-reparative-therapy 43. Saini, A. (2019) https://blogs.scientificamerican.com/voices/the-internet-is-a-cesspool-of-racist-pseudoscience/ 44. https://www.popsci.com/diy/spot-fake-science/	
		Lecture: The History and Dangers of “Reparative Therapy”	
		Lecture: Health challenges for LGBTQ+ individuals	
	Thurs	Zoom Discussion: Challenges of confronting those who embrace pseudoscience related to REGD	Assignment #14
	Fri	Exam 3: On Carmen	Exam 3
Finals		There is no final exam during finals week for this class	

Anthropology 2210

REGD and Human Biology



Instructor: Dr. Guatelli-Steinberg; e-mail guatelli-steinberg.1@osu.edu

Office hours: Mon., Weds. 12:30-2 pm, 4006 Smith Lab

What this course is about

This course focuses on evaluating pseudoscientific and scientific studies that deal with race, ethnicity, gender diversity, and sexual orientation. We emphasize the history of pseudoscience in relation to these topics and its intersectional effects on people's lives. We analyze how modern scientific understandings invalidate pseudoscientific views about human biological diversity that were once used to rationalize slavery, genocide, oppression, and discrimination. But we also take a critical eye to modern scientific studies related to race, ethnicity, gender diversity, and sexual orientation, evaluating their underlying assumptions and study designs. We end the course by examining the resurgence of pseudoscience related to race, ethnicity, gender diversity, and sexual orientation.

Why is this course taught in anthropology?

Anthropology, as it is the holistic study of humanity, is a natural home for this course. The topic of this course, however, bears its strongest relation to the subdiscipline of Biological Anthropology, which focuses on understanding human origins, human evolution, primates, and modern human biological diversity. Historical practitioners of Biological Anthropology were guided by their biases, using "scientific" studies to rationalize oppression of people perceived as "different." That oppression included people of diverse races, ethnicities, genders, sexes, and sexual orientations. However, today, Biological Anthropology as well as cognate sciences such as Psychology, have made certain principles clear, such as: the social construction of race, the fact that racial categories are poor reflections of human biological diversity, the embodied effects of race and ethnicity on people's health and well-being, and the overwhelming evidence that gender identity and sexual orientation are not matters of choice. These principles form a new, more accurate, foundation for understanding human biological diversity that invalidates conclusions drawn from pseudoscientific studies of the past and present.

Sensitivity

Some of the topics in this class are sensitive. Please be respectful of other people's sensitivities. Please let me know if you anticipate—or experience-- **any** issues related to those sensitivities in this class so I can address them. People also will have divergent points of view, and I ask that you treat people—and their points of view— respectfully. It is of course okay to disagree, so long as you do so in a civil manner and without intent to insult or upset others.

General Education Course Goals and Objectives

This course satisfies the **Race, Ethnicity and Gender Diversity** foundation of the General Education curriculum. The goals and expected learning outcomes of this foundation are:

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. **Successful Students are able to:**

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

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity. **Students are able to:**

- (2.1) Demonstrate critical self-reflection and critique 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.

Specific Course Objectives for Anthropology 2210: Successful students will:

1. (a) Recognize distinctions among pseudoscience, poor (weak) science, and science; (b) Apply their understanding of these distinctions to evaluating studies of the past and present relating to the biology of race, ethnicity, gender, and sexual orientation.
2. (a) Connect early biological conceptions of race, ethnicity, gender, and sexual orientation to how these were used to rationalize slavery, genocide, oppression, and discrimination. (b) Identify intersectional effects on people's lived experiences of early biological conceptions of race, ethnicity, gender, and sexual orientation.

3. Articulate principles of modern anthropological, genomic, and/or psychological understandings of race, gender, and sexual orientation. These include the understanding of race and gender as social constructs as well as the fact that racial categories are poor reflections of human biological diversity.

4. Analyze how social constructs such as race and gender impact health and well-being, and in this sense become embodied biology.

How do course objectives relate to the goals and objectives of the REGD Foundation?

With respect to Goal 1 and Objectives 1.1-1.4: Students will analyze, throughout the course, how early biological conceptions of race, ethnicity, gender, and sexual orientation—as well as current pseudoscientific manifestations of these ideas— had (and have) historical and societal consequences with intersectional effects on people’s lived experiences. Students will also examine how scientific study of these topics today can have social and ethical implications that in some cases help promote social goals related to diversity, equity, inclusion, and justice, but in some ways may lead to “othering,” and can thus be antithetical to those goals. With respect to Goal 2 and Objectives 2.1-2.3, students will discuss, throughout the course, their evolving conceptions of race, ethnicity, gender, and sexual orientation and how these intersecting identities impact people’s lived experiences.

Grades

There are 8 group assignments and three exams. In this syllabus, all assignments and exams are listed and emphasized in red font. The point distribution--a total of 300 points-- is as follows:

1. Assignments 1-2, and 4-8 are each worth 20 points for a total of 140 points.
2. Assignment 3 is worth 10 points.
3. Each exam is worth 50 points, for a total of 150 points.

Grades will be assigned by percentages of points earned. There is no extra credit and grades are assigned as follows (93-100% = A; 90-92.9% = A-, 87-89.9% = B+, 83-86.9% = B, 80-82.9%=B-, 77-79.9% = C+, 73-76.9 = C, 70-72.9 = C-, 67-69.9= D+, 63-66.9=D, 62.9 or less = E).

Readings

All readings for this course can be found on Carmen, under the Modules section for our class. There is no textbook. You will be able to, and in some cases required to, annotate the readings using the *HYPOTHESIS* tool. There is a tutorial on how to use this tool on our Carmen site under the Modules section of our class.

The readings for which you are required to make annotations are denoted with the first two words “WRITING PREP” followed by the name of the reading. Pay close attention to **dates of publication** as there has been tremendous change in conceptions related to REGD and sexual orientation over the last two hundred years.

Disability Services

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

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Academic Misconduct

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

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292--5766](tel:6142925766). 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](tel:6142925766) and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual Misconduct and Relationship Violence

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.

Diversity

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.

Please Note: In case of unexpected instructor absences information will be posted on the web site (below). This site should be consulted during inclement weather to check for class cancellations or delays. Do not call the department, check the web site: <https://anthropology.osu.edu/>

SCHEDULE OF EVENTS, READINGS, ASSIGNMENTS, EXAMS

Week 1. First principles: Science, the Naturalistic Fallacy, Pseudoscience, Unethical Science

- **Monday, January 8:** Lecture: Introduction to course. Why this course is taught in Anthropology; Science vs. Pseudoscience.
 - **Wednesday, January 10:** Lecture: Science vs. Pseudoscience cont'd; Weak science, Unethical Science; "The Boy with No Penis" Introduce groups and assignment.
 - **Friday, January 12:** Group Discussion and Assignment: Analysis of two articles (see below) with respect to scientific strengths and weaknesses. *Please come prepared to the discussion with your ideas and examples. You should annotate the readings in HYPOTHESIS. This will make it possible to get the writing done in the allotted time.*
- **What to turn in?** Assignment 1 (20 points) Four paragraph essay providing (1-2 pp) your group's evaluation of the scientific merit (strengths & weaknesses) of the two articles (Money, 1977; Nyenhuis et al., 2017). Your essay should have:
1. an introductory paragraph: brief summary of both articles and your thesis statement (argument)
 2. two paragraphs—one each for each study with examples that flesh out and support your thesis statement,
 3. a brief concluding paragraph summarizing your main points.
- **Readings:**
1. <https://skepticalscience.com/11-characteristics-of-pseudoscience.html>
 2. Money, 1977: Sex roles and sex coded roles. *Journal of Pediatric Psychology* 1977, Vol 2, No. 3, 108-109.
 3. Nyenhuis SM, Krishnan JA, Berry A, Calhoun WJ, Chinchilli VM...Ackerman SJ. Race is associated with differences in airway inflammation in patients with asthma. *J Allergy Clin Immunol.* 2017 Jul;140(1):257-265.e11.

Week 2. More first principles: What do we mean today by Race? Ethnicity? Gender Diversity? Sexual Orientation? Intersectionality?

- **Monday, January 15:** MLK holiday so no class!
 - **Wednesday, January 17:** Lecture: Race and Ethnicity as Social Constructs: Why racial and ethnic categories are poor reflections of human biological diversity
 - **Friday, January 19:** Lecture: Gender Diversity, Sexual Orientation, and Intersectionality
- **Readings:**
4. Gannon, M. (2016). Race is a social construct, scientists argue. *Scientific American*, 5, 1-11. (<https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/>)
 5. **American Psychological Association: Key Terms and Concepts in Understanding Gender Diversity and Sexual Orientation Among Students.**

6. <https://www.edi.nih.gov/blog/communities/intersectionality-part-one-intersectionality-defined>
7. Havinsky (2014): Intersectionality 10. Institute for Intersectionality Research and Policy. Pages 1-12.

Week 3. Historical origins of “scientific” racial classification—what did scientists in the past think and on what basis did they hold their views?

- **Monday, January 22:** Lecture: Scientific racism: Pre-evolutionary conceptions
 - **Wednesday, January 24:** Lecture: Evolutionary Conceptions and Franz Boas’ challenge
 - **Friday, January 26:** Group Discussion: Analysis of Down’s (1866) London Hospital report. *Please come prepared to the discussion with ideas and examples. Annotate the readings in HYPOTHESIS. This will make it possible to get the writing done in the allotted time.*
- **What to turn in?** Assignment 2 (20 points) Four paragraph essay (1-2 pp) providing your group’s evaluation of the author’s conception of human biological variation **and** of the ‘scientific’ evidence the author relies upon in his report. Your essay should have:
- a. an introductory paragraph: brief summary of the article and your thesis statement (argument),
 - b. middle paragraphs—one that fleshes out your evaluation of the concepts of race and/or ethnicity as expressed in this report and one that fleshes out your evaluation of the ‘scientific’ evidence offered in support of the author’s ideas.
 - c. a brief concluding paragraph summarizing your main points.
- **Readings:**
8. Gould, Stephen J. *The Mismeasure of Man*: Chapter 3: Measuring Heads: Paul Broca and the Heyday of Craniology. Pages 105-141.
 9. Gould, Stephen J. *The Mismeasure of Man*: Chapter 4: Measuring Bodies: Two Case Studies on the Apishness of Undesirables. Pages 142-175.
 10. Down, Langdon H (1866). Observations on an Ethnic Classification of Idiots. In: *London Hospital Reports*, 259-262.

Week 4. Early “scientific” understandings of gender diversity and sexual orientation– what did scientists in the past think?

- **Monday, January 29:** Lecture: Early scientific understandings of gender diversity, sex differences and sexual orientation
- **Wednesday January 31:** Lecture: Intersections of sex and race; Watch first half of video: “*The Life and Times of Sara Baartman: The Hottentot Venus*”
- **Friday, February 2:** Group Discussion: Watch second half of video and write group response. *To prepare for this discussion use Hypothesis to go back and annotate Readings 6 and 7 (if you haven’t already) on Intersectionality and also Reading 14: The Hottentot Venus.*

- **What to turn in?** Assignment 3 (10 points) Two paragraph group response to this question: In your own words, what is intersectionality (paragraph 1) and how does this concept relate to the life of Sara Baartman” (paragraph 2)?

- **Readings:**

11. Carducci, J., Haste, A., Longenberger, B. 2016. “What Am I?": Nineteenth-Century Medical Science, Intersexuality, and Freakification in the Life of Karl Hohmann. *Digital Literature Review*, Ball State University.
12. Rosario, V.A. 2002. Science and Sexual Identity: An Essay Review. *J. History of Medicine and Allied Sciences*, 57: 79-85.
13. <https://www.nbcnews.com/think/opinion/darwin-damore-how-modern-science-failed-women-ncna801586>
14. Gould, S.J. 1985. Ch. 19: The Hottentot Venus (in *The Flamingo's Smile*), pp 378-392.

Week 5. ‘Scientific’ rationalizations for slavery, oppression, and discrimination

- **Monday, February 5:** Lecture: ‘Scientific’ biological rationalizations in historical context
- **Wednesday, February 7:** Group Concept Mapping and Discussion: Connect scientific rationalizations to history of slavery, oppression, and discriminatory practices.

- **What to turn in?** Assignment 4 (20 points) Your group’s concept map. Each group will produce a concept map on a large piece of butcher paper. Each group’s concept map should reflect connections between specific ‘scientific’ assumptions/rationalizations and historical beliefs, practices and events relating to race, ethnicity, sex, gender diversity, and sexuality.

- **Readings:**

15. Hammonds and Herzig, editors (2008) *The nature of difference: sciences of race in the United States from Jefferson to genomics*. Cambridge, Mass: MIT Press. Sections: 2.1 Laws (Thomas Jefferson), 2.2 Letter to the Secretary of State (Banneker) and 2.3 Jefferson’s reply to Banneker
 16. <https://www.nbcnews.com/think/opinion/use-dubious-science-defend-racism-old-founding-fathers-ncna823116>
 17. Kenny, K. Irish Immigrant Stereotypes and American Racism. <https://picturinghistory.gc.cuny.edu/irish-immigrant-stereotypes-and-american-racism/>
 18. Staples, B. (2019) How Italians Became White. *New York Times*. <https://bdnews24.com/opinion/comment/how-italians-became-white>
 19. Whitcomb, I. (2019) Seven sexist ideas that once plagued science. *Livescience*: <https://www.livescience.com/sexist-medical-ideas-about-women.html>
- **Friday, February 9: First Exam: (50 points)** First Five weeks lectures, discussions, readings, videos

Week 6. Introduction to Social Darwinism and Eugenics

- **Monday, February 12:** Lecture: What was Social Darwinism?
 - **Wednesday, February 14:** Lecture: What was eugenics and how was it related to social Darwinism?
 - **Friday, February 16:** Group Discussion: Evaluate Galton's arguments as stated in Reading 23. *Please come prepared to the discussion with ideas and examples. You should annotate the readings in HYPOTHESIS. This will make it possible to get the writing done in the allotted time.*
- **What to turn in?** Assignment 5 (20 points) Four paragraph essay (1-2 pp) providing your group's evaluation of the Galton's scientific and ethical arguments, as outlined in Reading 23 below. Your essay should have:
- a. an introductory paragraph: brief summary of Galton's main concept of eugenics and your thesis statement (argument),
 - b. middle paragraphs—one that fleshes out your evaluation of the scientific arguments and one that fleshes out your evaluation of the ethical issues
 - c. a brief concluding paragraph summarizing your main points.
- **Readings**
20. Kavles, D. *In the Name of Darwin*. <https://www.pbs.org/wgbh/evolution/darwin/nameof/>
 21. Claeys, G. 2000. The "Survival of the Fittest" and the Origins of Social Darwinism. *Journal of the History of Ideas* 223-240.
 22. Fact Sheet: <https://www.genome.gov/about-genomics/fact-sheets/Eugenics-and-Scientific-Racism>
 23. <https://galton.org/essays/1900-1911/galton-1904-am-journ-soc-eugenics-scope-aims.htm>
(Only the Galton writing is assigned; the 'Discussion' section is optional).

Week 7: Case Studies: Eugenics in the United States

- **Monday, February 19:** Lecture: Introduction to and history of the Eugenics Movement in the United States; Begin: *The Eugenics Crusade*
 - **Wednesday, February 21:** Discussion and more of *The Eugenics Crusade*
 - **Friday, February 23:** Finish the *Eugenics Crusade*: Participatory Lecture: Summarizing Key Aspects of the American Eugenics Movement and Their Intersectional Effects
- **Readings—All tied to Assignment 6**
24. https://www.wikiwand.com/en/Eugenics_in_the_United_States
 25. Davenport, C. B. (1921). Research in eugenics. *Science*, 54(1400), 391-397.
 26. Farber, S. A. (2008) US Scientist's Role in the Eugenics Movement (1907-1939): A Contemporary Biologist's Perspective. *Zebrafish* 5(4): 243-245.
 27. Boas, F. (1916). Eugenics. *The Scientific Monthly*, 3(5), 471-478

Week 8: Case Studies: Eugenics in the United States cont'd and Eugenics in Nazi Germany

- **Monday, February 26:** Lecture: The 'science' and 'scientists' of US's Eugenics Movement and Franz Boas' critique
- **Wednesday, February 28:** Lecture: Eugenics in Nazi Germany: What the 'scientists' said
- **Friday, March 1:** Lecture: More on the Eugenics in Nazi Germany: Intersectional Effects from sterilizations to genocide.
 - **Readings—all tied to Assignment 6**
 28. Slater, E. (1936) German Eugenics in Practice. *The Eugenics Review* 27: 285-295.
 29. Weingart, P. (1989) German Eugenics between Science and Politics. Vol. 5, *Science in Germany: The Intersection of Institutional and Intellectual Issues* (1989), pp. 260-282
 30. Gould, S.J. (1995) "The Most Unkindest Cut of All". From the book *Dinosaur in a Haystack*, pp. 309-324.

Week 9: Case Study: Eugenics in Nazi Germany cont'd.

- **Monday, March 4:** Lecture: More on Intersectional Effects in Nazi Germany: The Breeding Program; *Hitler's Perfect Children: The Lebensborn*
- **Wednesday, March 6:** Group Discussion: Eugenics in American and Nazi Germany. *To prepare, use Hypothesis to annotate Readings 24-30.*
 - **What to turn in? Assignment 6 (20 points):** Two-page summary of your group's answer to this prompt: Compare and contrast the "scientific"/ ideological basis of the eugenics program in the United States and Nazi Germany (page 1) as well as the policies and practices that were part of these programs (page 2).
- **Friday, March 8: Second Exam: Second Exam: (50 points) Weeks 6-9, discussions, readings, videos**

Week 10 Spring Break (March 11-15)

Week 11 . How and why did the scientific study of human biological diversity change in the middle of the 20th century? What are the foundational principles of our modern understanding of human biological diversity?

- **Monday, March 18:** (Recorded) Lecture: Historical Changes Mid-20th Century in Society and Science; AABA, AAA, and key APA statements
- **Wednesday, March 20:** (Recorded) Lecture: Anthropological case studies in HBV: (1) Evolution and sickle-cell disease, (2) Skin Color
- **Friday, March 22:** Group Discussion and Assignment *Please come prepared to the discussion with ideas and examples. You should annotate Readings 31,32, and 33 in HYPOTHESIS. This will make it possible to get the writing done in the allotted time.*

- **What to turn in?** Assignment 7 (20 points): Your group's one to two page answer to this question: "How do the AABA and AAA more recent statements on race compare and contrast with the 1951 UNESCO Statement on the Nature of Race and Race Differences?"

- **Readings**

31. UNESCO Statement on Race 1951

https://www.honestthinking.org/en/unesco/UNESCO.1951.Statement_on_Race.htm

32. Statement on the Biological Aspects of Race: American Association of Biological Anthropologists <https://physanth.org/about/position-statements/aapa-statement-race-and-racism-2019/>

33. Statement on Race: American Anthropological Association

<https://www.americananthro.org/ConnectWithAAA/Content.aspx?ItemNumber=2583>

Week 12: When social constructions of race, ethnicity and gender intersect to impact people's health

- **Monday, April 25:** Lecture: How can race "become" biology?
- **Wednesday, April 27:** Lecture: How can race "become" biology cont'd? What are the challenges of studying racial and intersectional health disparities?
- **Friday, April 19:** Lecture: Intersectional Health Disparities cont'd; Watch and discuss portions of video testimony on "*Inequities Exposed: How Covid-19 Widened Racial Inequities in Education, Health, and the Workforce*" <https://www.epi.org/publication/covid-19-inequities-wilson-testimony/>

- **Readings**

34. Gravlee, C. C. (2009). How race becomes biology: embodiment of social inequality. *American Journal of Physical Anthropology*, 139(1), 47-57.

35. <https://www.scientificamerican.com/article/how-to-study-racial-disparities/>

36. Harari, L., & Lee, C. (2021). Intersectionality in quantitative health disparities research: a systematic review of challenges and limitations in empirical studies. *Social Science & Medicine*, 277, 113876. 10.1016/j.socscimed.2021.113876 [[PMC free article](#)]

Week 13: Modern scientific understanding of the biology of gender diversity and identity, sex differences in the brain, and sexual orientation

- **Monday, April 1:** Lecture: What do think we know about the biology of gender diversity and identity?
- **Wednesday, April 3:** Lecture: What do we think we know about sex differences in the brain?
- **Friday, April 5:** What do we think we know about the biology of sexual orientation?

- **Readings**

37. Polderman et al., 2018 The Biological Contributions to Gender Identity and Gender Diversity: Bringing Data to the Table. *Behavior Genetics* 45: 95-108.

- 38. Eliot, L., Ahmed, A., Khan, H., & Patel, J. (2021). Dump the “dimorphism”: Comprehensive synthesis of human brain studies reveals few male-female differences beyond size. *Neuroscience & Biobehavioral Reviews*, 125, 667-697.
- 39. Bogaert and Skorska 2020. A shore review of biological research on the development of sexual orientation. *Hormones and Behavior* 119: 104659

Week 14 Pseudoscience backlash—Case studies

- **Monday, April 8** – NO CLASS
 - **Wednesday, April 10:** Lecture: Rushton, Race, and The Bell Curve
 - **Friday, April 12:** Lecture: Conversion “Therapy” (plus ‘The Sci Guys Podcast #239’)
- **Reading:**
- 40. Gasper, P. The return of scientific racism. <https://isreview.org/issue/110/return-scientific-racism>
 - 41. https://www.washingtonpost.com/local/a-brief-history-of-the-enduring-phony-science-that-perpetuates-white-supremacy/2019/04/29/20e6aef0-5aeb-11e9-a00e-050dc7b82693_story.html
 - 42. <https://www.hrc.org/resources/the-lies-and-dangers-of-reparative-therapy>

Week 15: Pseudoscience backlash cont’d

- **Monday, April 15:** Group Discussion—identifying internet examples of pseudoscience related to Race, Ethnicity, Gender Diversity, and/or Sexuality.
- **What to turn in? Assignment 8 (20 points):** Your group’s rebuttal to the internet example that you found. Each group will **post the internet link** to the pseudoscientific “information” they found and then **write a 2-3 paragraph rebuttal** in the **CARMEN DISCUSSION BOARD**.
- **Wednesday, April 17:** Lecture: Follow-Up on Group Discussions and Rebuttals; Challenges of confronting those who embrace pseudoscience
 - **Friday, April 19:** Lecture: Wrap-Up and review for last exam
- **Reading:**
- 43. Saini, A. (2019) <https://blogs.scientificamerican.com/voices/the-internet-is-a-cesspool-of-racist-pseudoscience/>
 - 44. <https://www.popsci.com/diy/spot-fake-science/>

Week 16: Monday, April 22 Exam 3

- **Third Exam (50 points) Weeks 11-15, discussions, readings, videos**

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting Academic Integrity*](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on 8/30/2024

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.