

Term Information

Effective Term Spring 2025
[Previous Value](#) Autumn 2014

Course Change Information

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

Approving course for GEN Foundation Visual, Literary and Performing Arts

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

The course was in the GEL Visual and Performing Arts Category and should be in the parallel category in the GEN

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	Slavic Languages & Literatures
Fiscal Unit/Academic Org	Slavic/East European Eurasian - D0593
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3310
Course Title	Science Fiction: East vs. West
Transcript Abbreviation	Sci-Fi East/West
Course Description	In this course, we will study the development of science fiction from its nineteenth-century beginnings through the present day. To a significant extent, science fiction as a genre emerged as a response to the development of scientific knowledge about nature, engineering, and computation in the last two centuries.
Previous Value	<i>Slavic, American, and British sci-fi on page and screen as reflection of major cultural concerns: progress, utopia, human perfectibility, limits of science and knowledge, gender, identity. Taught in English.</i>
Semester Credit Hours/Units	Fixed: 3

Offering Information

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

[Previous Value](#)

[Columbus](#)

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 3320 or WGSSt 3310.

Electronically Enforced

No

Cross-Listings

Cross-Listings

[Previous Value](#)

[Cross-listed in WGSSt.](#)

Subject/CIP Code

Subject/CIP Code

16.0400

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

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

[Previous Value](#)

[General Education course:](#)

[Visual and Performing Arts; Global Studies \(International Issues successors\)](#)

Course Details

Course goals or learning objectives/outcomes

- Improve your skills in analyzing literary and cinematic works and connect them to the discussion of philosophical concepts and social issues.
- Think comparatively across cultures, specifically North America and Eastern Europe.
- [Science Fiction in American and British literature](#)

[Previous Value](#)

Content Topic List

- Introduction
- Between Present and Future
- Technology
- Society
- The Alien Body
- The Human Body

Previous Value

- [Science Fiction in Polish literature](#)
- [Science Fiction in Russian literature](#)
- [Science Fiction in film](#)
- [Utopias](#)
- [Progress in Science Fiction](#)
- [Immortality in Science Fiction](#)
- [Human perfectibility in Science Fiction](#)
- [Limits of science and human knowledge in Science Fiction](#)
- [Gender and sexuality in Science Fiction](#)
- [Individual identity in Science Fiction](#)

Sought Concurrence

No

Attachments

- Origins and Evolution Proposal_pg_2023_08_30 (1).docx: GE Worksheet
(Other Supporting Documentation. Owner: Peterson, Derek)
- SLAV3310 Syllabus for E & O Proposal_pg_2023_08_30 (1).docx
(Syllabus. Owner: Peterson, Derek)
- Curriculum Maps Russian Major - Sept 6 2023.docx: Curriculum Map
(Other Supporting Documentation. Owner: Peterson, Derek)
- RE_ Slavic_WGSS 3310 (Sci-Fi).pdf: Correspondence with WGSS Chair, un-crosslist
(Other Supporting Documentation. Owner: Gleissner, Philip)
- Uncrosslisting 3310 course request.pdf: WGSS Curriculum Request to un-crosslist
(Other Supporting Documentation. Owner: Gleissner, Philip)
- SLAV3310 Syllabus.docx: 2024_08_28
(Syllabus. Owner: Tuxbury-Gleissner, Philip)
- GE Foundations Submission (S3310).pdf: GEN Foundations Worksheet
(Other Supporting Documentation. Owner: Tuxbury-Gleissner, Philip)

Comments

- Please see feedback sent to department 11-28-2023 *(by Steele, Rachel Lea on 11/28/2023 12:48 PM)*
- WGSS requested to un-crosslist the course with the intention of sunsetting it on their end. (See Uncrosslisting 3310 course request.pdf, attached.)

WGSS Chair has agreed to this arrangement. (See correspondence RE_ Slavic_WGSS 3310 (Sci-Fi).pdf, attached)
(by Gleissner, Philip on 10/30/2023 06:52 PM)
- - Please request concurrence from WGSS for uncrosslisting the courses & making the changes to the Slavic version.
- Please remind WGSS that if they agree with the uncross-listing, they too will need to submit a course change to do the uncross-listing on their end.
- Please seriously consider changing the title of the course. It would be more than odd to have two courses with the same number and the same title and yet they are no longer the same cross-listed course. *(by Vankeerbergen, Bernadette Chantal on 09/22/2023 10:18 AM)*

COURSE CHANGE REQUEST
3310 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/19/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	09/11/2023 10:10 AM	Submitted for Approval
Approved	Peterson, Derek	09/11/2023 10:10 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/22/2023 10:18 AM	College Approval
Submitted	Tuxbury-Gleissner, Philip	10/30/2023 06:52 PM	Submitted for Approval
Approved	Tuxbury-Gleissner, Philip	10/30/2023 06:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/05/2023 08:56 PM	College Approval
Revision Requested	Steele, Rachel Lea	11/28/2023 12:48 PM	ASCCAO Approval
Submitted	Tuxbury-Gleissner, Philip	08/28/2024 04:52 PM	Submitted for Approval
Approved	Tuxbury-Gleissner, Philip	08/28/2024 04:52 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/19/2024 01:15 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/19/2024 01:15 PM	ASCCAO Approval

Spring 2023
Slavic/WGSS 3310
Science Fiction: East vs. West
TuTh 2:20-3:40pm
Hitchcock Hall 031

Prof. Alexander Burry (burry.7)
Office Hours: Tu 4:00-6:00 pm and by appointment
Hagerty Hall 345 or by Zoom

Course Description

In this course, we will study the development of science fiction from its nineteenth-century beginnings through the present day by exploring a selection of novels, stories, essays, and films from some of the leading Anglo-American and East European writers and filmmakers of the genre. We will explore such topics as space travel, time travel, robots, artificial intelligence, cloning, and extraterrestrial beings, emphasizing the way these typical subjects of science fiction intersect with the fields of gender and sexuality.

Assignments

Attendance	10%
Participation	15%
Midterm Exam	20%
Final Exam	20%
Journal Entries (5)	15%
Paper	20%

Grading Scale

I will use the OSU standard grading scale to determine the final letter grade:

93-100 (A) 90-92.9 (A-) 87-89.9 (B+) 83-86.9 (B-) 77-79.9 (C+)
73-76.9 (C) 70-72.9 (C-) 67-69.9 (D+) 60-66.9 (D) Below 60 (E)

Office Hours

I am always available for in-person meetings Tuesdays, 4:00-6:00 pm in Hagerty 345. However, I encourage you to make appointments for other days and times if these aren't convenient. We can meet either in person or by Zoom.

Required Materials (in chronological order)

Fiction

Mary Shelley, *Frankenstein* (1818) (Dover edition, Barnes and Noble)
H. G. Wells, *The Time Machine* (1895) (Dover edition, Barnes and Noble)
Evgeny Zamiatin, *We* (1920) (Modern Library, Barnes and Noble)
Karel Čapek, *R.U.R.* (1921) (Barnes and Noble)
Ray Bradbury, *The Martian Chronicles* (1950) (excerpts) (Carmen)
Isaac Asimov, “Robbie” (from *I, Robot*, 1950) (Carmen)
Robert Heinlein, “All You Zombies” (1959) (Carmen)
Abram Terts (Daniil Siniavsky), “Pkhents” (1957) (Carmen)
Ursula K. Le Guin, “Nine Lives” (1968) (Carmen)
Stanisław Lem, *The Futurological Congress* (1971) (Barnes and Noble)
Ursula K. Le Guin, “The Ones Who Walk Away from Omelas” (1973) (Carmen)
Octavia Butler, “Bloodchild” (1984) (Carmen)
Paolo Bacigalupi, “The Tamarisk Hunter” (2006) (Carmen)
N. K. Jemisin, “The Ones Who Stay and Fight” (2018) (Carmen)

Critical Readings

Konstantin Tsiolkovsky: “The Future of Earth and Mankind” (1928)
Abe Kôbô: “The Boom in Science Fiction” (1962)
Stanisław Lem, “On the Structural Analysis of Science Fiction” (1972)

Films

Invasion of the Body Snatchers, dir. Don Siegel (1956) (Swank Digital Campus)
Amphibian Man, dir. Vladimir Chebotiarenko (1962) (YouTube)
Planet of the Apes, dir. Franklin J. Schaffner (1968) (Feature Films for Education)
Invasion of the Body Snatchers, dir. Philip Kaufman (1978) (Swank Digital Campus)
The Terminator, dir. James Cameron (1984) (Swank Digital Campus)
Blade Runner, dir. Ridley Scott (1984) (Swank Digital Campus)
Kin-dza-dza!, dir. Georgiy Daneliya (1986) (YouTube)
Predestination, dir. Peter and Michael Spierig (2014) (YouTube)
Ex Machina, dir. Alex Garland (2014) (Kanopy)

Course Learning Goals

- Improve your skills in analyzing literary and cinematic works and connect them to the discussion of philosophical concepts and social issues.
- Think comparatively across cultures, specifically North America and Eastern Europe.
- Develop concrete and eloquent examples when making an argument.
- Differentiate between phenomena (especially between East and West, capitalism and socialism) while simultaneously learning to perceive structural or ideological analogies.
- Grasp the significance of science fiction as a genre that overlaps with speculative philosophy.
- Confront the problems explored in sci-fi: utopia/dystopia, progress, technology, reason, imperialism, alterity (otherness), ethics, and transgression.

- Understand and be able to analyze the inextricability of film as the product of modernism and technology, on the one hand, and scientific experimentation, which produced it, on the other.
- Recognize and discuss hierarchies built into cultural structures of sociopolitical privilege connected to gender, sexuality, race, and class.

Current GE (GEN) Requirements

Literary, Visual and Performing Arts

Goals:

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

Expected Learning Outcomes:

Successful students are able to:

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

How this course addresses the learning goals and outcomes.

Slavic 3310 (“East vs. West: Science Fiction in Literature and Film”) introduces students to major works of science fiction in literary and visual media. In order to teach foundational skills, the course explores effective ways to analyze, interpret, and appreciate literature and film, and to think about the distinct characteristics of each medium, as well as different genres within the two media. The course includes literary and cinematic works of a variety of styles, from different time periods, to help students appreciate the development of science fiction in the Anglo-American and East European contexts.

Legacy GE (GEL) Requirements

1. Visual and Performing Arts

Goals

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

Expected Learning Outcomes

Students analyze, appreciate, and interpret significant works of art.

Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

How this course addresses the learning goals and outcomes.

Slavic 3310 (“East vs. West: Science Fiction in Literature and Film”) introduces students to major works of science fiction in literary and visual media. In order to teach foundational skills, the course explores effective ways to analyze, interpret, and appreciate literature and film, and to think about the distinct characteristics of each medium, as well as different genres within the two media.

2. Diversity/Global Studies

Goals

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

Expected Learning Outcomes

Global Studies:

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.

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

How this course addresses the learning goals and outcomes.

Slavic 3310 (“East vs. West: Science Fiction in Literature and Film”) introduces students to major works of science fiction in literary and visual media. The course includes literary and cinematic works of a variety of styles, from different time periods, to help students appreciate the development of science fiction in the Anglo-American and East European contexts. To a significant extent, this course engages in contrasting different national artistic traditions, as expressions of diverse attitudes, socio-economic systems, and belief systems.

Course Policies

Statement on 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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Statement about 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 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.

Statement on 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**)

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. 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**.

Sexual misconduct/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.

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.

Course Requirements

Class Structure

Classes will typically have short periods of lecture, but most time will be spent on class discussion and group work. Success in this course requires careful reading of all the texts, regular attendance, and active participation. Taking notes on the discussions and background information is strongly recommended. Be sure to bring the assigned texts to every class.

Attendance

To do well in this course, you should make every effort to attend all classes. Absences will be excused for severe illnesses, family emergencies, and religious holidays. I do not excuse absences for work, job interviews, travel, advising meetings, and other activities that should be scheduled outside class time. However, you have three unexcused absences for the semester, which may be used for any classes without penalty. After three unexcused absences, your attendance grade will drop by one point (out of ten total) for each additional missed class.

Participation

Please try to contribute actively to the class and group discussions every class. Be sure to do all readings on time and be ready to discuss them. To help guide you in preparing to participate, I will provide discussion questions ahead of time for some of the topics we will cover in the next class. Please consider these questions a starting point rather than a limit to the discussions. You are always encouraged to introduce topics that I do not discuss according to your impressions of the texts and any other related interests you may have. On average, you should plan on contributing at least once or twice each class, but the emphasis is always on the quality rather than quantity of participation. This grade will be updated periodically on Carmen (every 3-4 weeks).

Journal Entries

Throughout the semester, beginning in the second week, you need to write five journal entries, discussing your major takeaways from the respective thematic units. The journal entries will help you reflect on what we learned and can serve as your personal study guide for the exams and paper. Think of them as your personal compendium of the course content that you can refer to in the future. If you attend the classes and take notes, these posts should be easy to write. The journal entries will be done as Carmen discussion board posts of 200-300 words, and will be due approximately every two weeks (see syllabus for due dates).

Exams

There will be two closed-book exams for you to take on Carmen: Exam 1, on Friday, February 24, and Exam 2, on Friday, April 21. The exams will consist of a combination of multiple-choice questions, short answers, and short essays, and you will be given 90 minutes for each. Review sheets with practice questions will be provided to help you prepare for the exams, and there will be an in-class review the day before each exam. You will receive a window of morning until evening (6:00 am to midnight) to take each exam. If you are unable to take it during that day, please let me know as far ahead of time as possible, so we can find a different time window for you to take the exam.

Final Paper

Your final assignment will be a paper at least 4-5 pages in length (it can be longer if you want, but should not be shorter). For this paper, you may either write about one (or two, if you'd like to do a comparison) of the fictional works or films we have covered, or you may write on a different work of science fiction of your choice. If you choose a work we do not cover in class, please tell me about your idea at least a week before the paper is due, so that I can make sure that your topic is appropriate. The paper will be due any time on Sunday, April 30 (any time) on Carmen.

Schedule of Classes and Assignments (subject to change)

Introduction

1/10 Introduction to Course

Reading for 1/12: Kôbô, “The Boom in Science Fiction”; Lem, “On the Structural Analysis of Science Fiction”

1/12 Defining Science Fiction; Literary and Cinematic Analysis

Reading for 1/17: Shelley, *Frankenstein*: Letters 1-3; Ch. 1-10 (pp. 1-70)

1/17 Inventing Science Fiction

Reading for 1/19: Shelley, *Frankenstein*: Ch. 11-17 (pp. 70-108)

1/19 Inventing Science Fiction

Reading for 1/24: Shelley, *Frankenstein*: Ch. 18-24 (pp. 108-166)

Journal Entry #1 Due 1/27

Between Present and Future

1/24 Inventing Science Fiction

Reading for 1/26: Wells, *The Time Machine*, Ch. 1-4 (pp. 1-36)

1/26 Time Travel

Reading for 1/31: Wells, *The Time Machine*, Ch. 5-12, Epilogue (pp. 37-105)

1/31 Time Travel

Viewing for 2/2: *The Terminator*

2/2 The Future in the Present

Reading for 2/7: “All You Zombies”

Viewing for 2/7: *Predestination* (dir. Peter and Michael Spierig)

2/7 A Predestination Paradox

Reading for 2/9: Lem, *The Futurological Congress*, pp. 1-36

Journal Entry #2 Due 2/10

Technology

2/9 Hallucinogenic Futures

Reading for 2/14: Lem, *The Futurological Congress*, pp. 36-149

2/14 Hallucinogenic Futures

Viewing for 2/16: *Blade Runner* (dir. Ridley Scott)

2/16 The Dystopian Future

Reading for 2/21: Essays by Tsiolkovsky, Groys; Capek, *R.U.R.*

2/21 Rule by Robots

Viewing for 2/23: *Ex Machina* (dir. Alex Garland); Asimov, “Robbie”

2/23 Rule by Robots

Reading for 2/28: Zamyatin, *We*, Records 1-10 (pp. 3-52)

Exam #1: 2/24 (Carmen)

Society

2/28 Utopia Gone Bad

Reading for 3/2: Zamyatin, *We*, Records 11-20 (pp. 53-103)

3/2 Utopia Gone Bad

Reading for 3/7: Zamyatin, *We*, Records 21-40 (pp. 104-203)

3/7 Utopia Gone Bad

Reading for 3/9: LeGuin, “The Ones Who Walk Away from Omelas”; N. K. Jemisin, “The Ones Who Stay and Fight”

Journal Entry #3 Due 3/10

3/9 Escaping Utopia

Reading for 3/21: Bradbury, *The Martian Chronicles* (excerpts)

Viewing for 3/21: *Kin-dza-dza!* (dir. Georgy Daneliya)

Spring Break: No Class 3/14, 3/16

3/21 Human Society on Another Planet

Reading for 3/23: Bacigalupa, “The Tamarisk Hunter”

The Alien Body

3/23 Surviving the Earth

Viewing for 3/28: *Invasion of the Body Snatchers* (dir. Don Siegel);

Journal Entry #4 Due 3/31

3/28 The Alien within Us

Viewing for 3/30: *Invasion of the Body Snatchers* (dir. Philip Kaufman)

3/30 The Remake in a New Society

Viewing for 4/4: Tertz, “Pkhents”

4/4 An Incognito Alien

Reading for 4/6: Butler, “Bloodchild”

The Human Body

4/6 The Human as Host

Viewing for 4/11: *Amphibian Man* (dir. Vladimir Chebotiarev)

4/11 The Human Under Water

Viewing for 4/13: *Planet of the Apes* (dir. Franklin Schaffner)

4/13 Humans vs. Apes

Reading for 4/18: LeGuin, "Nine Lives"

4/18 Cloning and the Self

Journal Entry #5 Due 4/15

4/20 Conclusions

Exam #2: 4/21 (Carmen)

Paper Due: 4/30 (Carmen)

GE Foundation Courses

Overview

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

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

Accessibility

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

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

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

A. Foundations

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

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

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

A. Foundations

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

B. Specific Goals of Writing and Information Literacy

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

A. Foundations

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

B. Specific Goals

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

GE Rationale: Foundations: Natural Science (4 credits)

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

A. Foundations

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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