Term Information

Effective Term	Spring 2026
Previous Value	*Summer 2012*

Course Change Information

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

We are requesting that this course be added as an option in the Lived Environments GE Theme. We have also minorly updated prerequisites/exclusions per current guidance (requiring WIL rather than ENGLISH 1110; removing references to three-digit course numbers).

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

Currently this course does not have any designation on the new GE, so we are concerned about enrollment numbers for future offerings. A GE Theme designation would help to encourage enough enrollment to offer the course regularly.

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)?

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	Linguistics
Fiscal Unit/Academic Org	Linguistics - D0566
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3501
Course Title	Introduction to American Indigenous Languages
Transcript Abbreviation	American Indig Lg
Course Description	An introduction to indigenous languages of the Americas and their speakers: e.g. history of settlement, language families, linguistic properties, bilingual education, language policies and attitudes.
Semester Credit Hours/Units	Fixed: 3

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Completion of a Writing and Information Literacy GE Foundation course
Previous Value	*Prereq: English 1110.01 (110.01), 1110.02 (110.02), or 1110.03 (110.03), or equiv.*
Exclusions	
Previous Value	Not open to students with credit for Linguist 307.
Electronically Enforced	Yes
Previous Value	**No**

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
    Individual and Groups; Global Studies (International Issues successors); Lived Environments
The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:
    Individual and Groups; Global Studies (International Issues successors)
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	• Students will master basic linguistic concepts for categorizing languages according to their genealogical relatedness and grammatical features.
	• Students will gain an in-depth knowledge of Indigenous language families of the Americas and precolonial linguistic diversity.
	• Students will be able to identify ways that contact between different groups has had variable effects on language ideologies and language vitality.
Previous Value	
Content Topic List	• Indigenous languages of the Americas
	• Formal structure and analysis
	• Social and historical issues
Sought Concurrence	No

Attachments

- Syllabus_3501-1.pdf: Syllabus

  (Syllabus. Owner: McCullough,Elizabeth Ann)

- GE Theme Worksheet LING 3501.pdf: GE Theme worksheet

  (Other Supporting Documentation. Owner: McCullough,Elizabeth Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McCullough,Elizabeth Ann	04/04/2025 04:46 PM	Submitted for Approval
Approved	McCullough,Elizabeth Ann	04/04/2025 04:46 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/18/2025 11:30 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/18/2025 11:30 AM	ASCCAO Approval

LING 3501: Introduction to American Indigenous Languages

Spring 2026

Time TBD
Location TBD

Instructor:	Jessica Kantarovich
Instructor e-mail:	kantarovich.3@osu.edu
Office hours:	Th 2:30-3:30 or by appointment (Oxley 322B)

Course Description

This course is an introduction to Indigenous languages of the Americas and their speakers, histories, and ecologies. This is an inter-disciplinary course that will engage with concepts in linguistics, anthropology, and biology in order to understand how environmental factors shape language structure and linguistic diversity, in ways that render Indigenous languages distinct from majority or colonial languages. We will explore the origins of American Indigenous languages, the pre- and post-colonial contexts in which they were (and continue to be) spoken, and how Indigenous ways of knowing and relating to the natural world shape the grammars and lexicons of Indigenous languages in the Americas and beyond. Topics to be covered include (but are not limited to): (1) Indigeneity as a category; (2) language families of the Americas; (3) linguistic relativity and the impact of culture on linguistic systems; (4) the history of American colonization; and (5) language vitality in Indigenous communities.

Prerequisite(s)

Completion of a Writing and Information Literacy GE Foundation course. This course assumes no prior knowledge of Linguistics or Native Studies/Indigenous Studies (but students with such a background are also encouraged to enroll).

Course Objectives

In the course of this class, students will:

1. Master basic linguistic concepts for categorizing languages according to their genealogical relatedness and grammatical features.

2. Demonstrate (orally and in writing) an in-depth knowledge of Indigenous language families of the Americas and precolonial linguistic diversity.

3. Be able to identify ways that contact between different groups (both among Indigenous American tribes and with European colonial powers) has had variable effects on language ideologies and language vitality.

4. Engage with discourses around Indigeneity: what it means for languages to be Indigenous and what features of these languages stem directly from Indigenous cultures, cosmologies, and connections to place.

5. Critically compare Western vs. Indigenous approaches to language classification, language documentation, and language endangerment and revitalization.

GE Theme Goals and Expected Learning Outcomes

THEME: Lived Environments

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

- ELO 1.1: Engage in critical and logical thinking.

- ELO 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme (Lived Environments).

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

- ELO 2.1: Identify, describe, and synthesize approaches or experiences.

- ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Goal 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

- ELO 3.1: Engage with the complexity and uncertainty of human-environment interactions.

- ELO 3.2: Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

Goal 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

- ELO 4.1: Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.

- ELO 4.2: Describe how humans perceive and represent the environments with which they interact.

- ELO 4.3: Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

Relation to the Lived Environments Theme: This course will give you an in-depth understanding of Indigenous languages of the Americas, their histories, and their modern ecologies, in order to consider how language is a direct product of several kinds of **lived environment**: (1) the natural environment—flora, fauna, the landscape; (2) the cultural environment—the Indigenous vs. the Eurocentric understanding of the natural world; (3) the historical environment; and (4) the political/economic environment—how language policy and ideology contribute to the (de-)valuation of certain languages and cultures. We will also explore how language itself can become a tool to alter one's environment, particularly how Indigenous language structure and semantics reflect Indigenous approaches to stewardship of the land and what the knowledge contained in these languages can teach us about environmental sustainability.

Required Materials

Required Texts

This course will draw on readings from a variety of scholarly books, literary sources, and academic journals, across several disciplines, all of which will be made available on Carmen-Canvas. We will read several excerpts from the following books if you would like to purchase them:

- *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* by Robin Wall Kimmerer. (2013, Milkweed Editions)

- *Words of the Inuit: A Semantic Stroll through a Northern Culture* by Louis-Jacques Dorais. (2020, University of Manitoba Press)

Required Technology

Since assignments will be uploaded and evaluated on CarmenCanvas, this course requires access to a laptop computer (or similar device) and word-processing software. You will also need a device capable of reading PDFs for completing the weekly reading assignments. If you are having trouble accessing Carmen (or using any of the required modules) please contact me immediately.

Course Expectations

Attendance and class participation [20% of final grade]

Class meetings will include a combination of lecture and discussion, so you are expected to attend faithfully and participate. 20% of your final grade will be made up of the following:

(a) **Attendance and active engagement.** You can miss up to 2 class meetings without penalty and without needing to inform me in advance. Any additional absences will count against your grade, except in case of extenuating circumstances or with advance permission from me. Attendance in class also entails actively engaging in the discussion: you are expected to regularly ask questions, raise suggested interpretations of the texts, and respond to your classmates or to questions posed by me. Public speaking is easier for some students than others so there is no set number of times you must speak per class or throughout the semester, but it should also be clear in other ways that you are paying attention to what is said in class and what material is introduced in lectures and presentations. Refrain from using devices in class except to aid your participation.

(b) **Readings.** There will be an assigned reading for each day we meet, which you should complete **before** coming to class. I expect students to come prepared to engage with the material in a critical way. This is only possible if you read the text (and think about any questions you may have) in advance.

(c) **Discussion posts.** To facilitate thinking about the readings in advance of class, I will ask you to submit a brief (150-200 word) reflection to Carmen, **due by 10pm the night before class**. These posts will be graded on a Complete/Incomplete scale. The goal of the posts is to provide a starting point for discussion and debate about the assigned texts. You can raise a new issue in the assigned reading OR relate the current text to a previous reading or class discussion. Other examples of ways to engage with the reading in the discussion board include:

  – What was the most thought-provoking passage you read, and why did it pique your interest?

  – What issues were introduced by the author, and how can we address them?

  – How is the author's perspective shaped by what we can glean about their background? Why is the author writing the text, and who are they writing it for?

  – Was there some aspect of the reading that was confusing—if so, don't just point it out, but take a stab at unpacking what it might mean (you might know more than you think you do)!

  – Is there another text—a reading, a film, a work of art, a song, an online video, etc.—that you think connects with the themes we're considering this week? Introduction of outside materials is highly encouraged where relevant.

  If you are interrogating a particular excerpt (or even a single terminological issue), make sure you cite appropriately: give the page number where the passage occurs and be clear when you are quoting directly.

Since I (and student presenters) will need time to review the discussion posts, please note that **late posts will not receive credit.** Posts that do not demonstrate evidence of having actually read and thoughtfully considered the text will also not receive credit.

Journal entry assignments [40% of final grade]

- **4 journal entries.** Throughout the semester, you will pick 4 readings that you found particularly engaging or thought-provoking and submit a lengthier reflection about each of them, in lieu of a typical discussion post for that class meeting. That is, four of your discussion posts throughout the semester will be replaced with a journal entry of 800-1000 words in length, which will be submitted separately for a letter grade.

  You have flexibility as to when these are submitted; I only ask that **journal entries 1 & 2 are submitted by Friday of Week 8**, and **entries 3 & 4 are submitted by Friday of Week 14** of the semester.

Midterm Presentation [15% of final grade]

As your midterm assessment, you will be paired with another student and asked to give a short presentation on the assigned reading, designed to stimulate class discussion that day. You will be asked to raise questions about the reading relating to the course theme of connecting Indigenous languages with historical and environmental factors, and/or engaging with different scholarly perspectives on Indigenous language and culture. You can begin with a presentation (no longer than 10 minutes) outlining the relevant details about the assigned reading, which should then be followed by a general class discussion of the issues you have identified which you and your partner are expected to facilitate. This should last for at least 10 minutes, but may blend into the larger discussion for the day. As with your discussion posts, you are encouraged to bring in outside materials and incorporate them into your presentation to situate the topic within a wider context.

Final project [25% of final grade]

Your final project will be a research report on a topic that interests you and relates to Indigenous languages in North or South America, or elsewhere in the world. You will be expected to conduct research outside of our class and draw on outside readings. Any disciplinary focus that makes sense within the context of the course is welcome (linguistics, anthropology, sociology, history, political science, ethnobotany, etc.) as long as you ultimately relate aspects of language structure or use to biological, historical, and/or cultural environmental factors, and explicitly discuss how one has influenced the other. Your final paper should be 8-10 (double-spaced) pages in length, exclusive of references. Samples topics include (but are absolutely not limited to):

- The history/structure of a particular Indigenous language or family

- Language ideologies in Indigenous communities

- Issues of language/educational policy that affect Indigenous language vitality

- Approaches/proposals for the revitalization of a particular Indigenous language

- Indigenous systems of information-recording that differ from Eurocentric notions of writing (e.g., the Andean *khipus*)

- Lexical or grammatical distinctions in Indigenous languages that differ markedly from colonial/European languages—or do they? (e.g., the Yupik-Inuit spatial system; the Yupik-Inuit words for snow; gender in Ojibwe; color systems; kinship systems and terminology)

- Indigenous literature or poetry

- Navajo code-talkers during WWII

- Representations of Indigenous languages in media

- Ethics around work with Indigenous communities

Grading Breakdown

Attendance and class participation:	20%
Journal entries:	40%
Midterm presentation:	15%
Final project:	25%

Letter grades are assigned according to the following standard OSU scale:

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	E	0-59

Late assignment policy: Late assignments will lose 1/3 of a letter grade **per day** unless prior arrangements are made with me. Late discussion posts will not be accepted.

Proposed Class Schedule

Week	Date		Topics	Readings
Week 1	MM/DD	(T)	What is Indigeneity?	Kimmerer 2013, "Becoming Indigenous to place"
	MM/DD	(R)	Indigenous epistemologies	Denzin et al. 2020, Ch. 1; Kovach 2021
Week 2	MM/DD	(T)	Linguistic epistemologies: What are languages?	Haynie 2023
	MM/DD	(R)	Determining relatedness: language reconstruction	Haas 1978
Week 3	MM/DD	(T)	Indigenous multilingualism: A pre-colonial norm	Mithun 2021
	MM/DD	(R)	The early link between language and culture in the study of Native American languages	Boas 1911, Introduction to the *Handbook of American Indian languages*
Week 4	MM/DD	(T)	Linguistic relativity	Boas 1889; Lucy 1997
	MM/DD	(R)	Introduction to Inuit-Yupik as a case study	Dorais 2014, ch.1
Week 5	MM/DD	(T)	Inuit words for the environment; spatial deictics	Dorais 2020, ch. 1
	MM/DD	(R)	Inuit words for the contemporary world	Dorais 2020, ch. 6
Week 6	MM/DD	(T)	Polysynthesis in Indigenous communities	Dorais 2020, "Appendix: Polysynthesis"; Trudgill 2011
	MM/DD	(R)	Challenging linguistic relativity	Pullum 1988
Week 7	MM/DD	(T)	Alternative (cognitive) explanations for linguistic relativity	Li et al. 2011
	MM/DD	(R)	Language and environment: Amazonian relations to plants	Swanson 2009
Week 8	MM/DD	(T)	Language and the material world: Classifier systems	Denny 1976
	MM/DD	(R)	Language and time: Numerical and calendrical knowledge	Harrison 2007, ch. 3
Week 9	MM/DD	(T)	Writing systems	Hyland 2017
	MM/DD	(R)	Language and grammar: Animacy systems	Kimmerer 2013, "The animacy of grammar"
Week 10	MM/DD	(T)	**SPRING BREAK**	
	MM/DD	(R)		
Week 11	MM/DD	(T)	Language and colonization	Silverstein 1997
	MM/DD	(R)	Colonial language ideologies	Greenblatt 1990
Week 12	MM/DD	(T)	Colonization and urbanization in the Arctic	Grenoble 2022
	MM/DD	(R)	Language sustainability	Krupnik 2022

Week 13	MM/DD	(T)	Critical discourses around colonialism	Mufwene 2002
	MM/DD	(R)	Language vitality & endangerment	Hale et al. 1992
Week 14	MM/DD	(T)	Critiquing discourses of endangerment	Kroskrity & Meek 2023; Hill 2002
	MM/DD	(R)	Critiquing discourses of endangerment, cont'd	Perley 2012; Leonard 2023
Week 15	MM/DD	(T)	Environmental linguistics	Harrison 2023
	MM/DD	(R)	Reconciling the past and future of American Indigenous languages	—
Final project due Friday of Finals Period.				

References

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Denzin, Norman K., Yvonna S. Lincoln, & Linda Tuhiwai Smith (eds.). 2020. *Handbook of Critical and Indigenous Methodologies.* SAGE Publications, Inc.

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Greenblatt, Stephen. 1990. Learning to curse: Aspects of linguistic colonialism in the Sixteenth Century. In *Learning to Curse.* Routledge.

Grenoble, Lenore A. 2022. Contact and Shift: Colonization and Urbanization in the Arctic. In *The Cambridge Handbook of Language Contact,* eds. Salikoko Mufwene & Anna Maria Escobar, 473-501.

Haas, Mary R. 1978[1969]. Appendix: American Indian languages and historical linguistics. In *The prehistory of languages,* 98–107. Berlin: De Gruyter.

Hale, Ken, Michael Krauss, Lucille J. Watahomigie, Akira Y. Yamamoto, Colette Craig, LaVerne Masayesva Jeanne, and Nora C. England. 1992. Endangered languages. Language 68. 1–42.

Harrison, K. David. 2007. *When languages die: The extinction of the world's languages and the erosion of human knowledge.* Oxford: Oxford University Press.

Harrison, K. David. 2023. Environmental linguistics. Annual Review of Linguistics 9. 113–34.

Haynie, Hannah J. 2023. Language classification. In *The languages and linguistics of Indigenous North America. A comprehensive guide. Volume I*, eds. Carmen Dagostino, Marianne Mithun, and Keren Rice, 669–688. Berlin & Boston: De Gruyter Mouton.

Hill, Jane H. 2002. "Expert Rhetorics" in advocacy for endangered languages: Who is listening, and what do they hear? *Journal of Linguistic Anthropology* 12(2):119–133.

Hyland, Sabine. 2017. Writing with twisted cords: the inscriptive capacity of Andean Khipus. *Current Anthropology* 58(3):412–419.

Kovach, Margaret. 2021. *Indigenous Methodologies: Characteristics, conversations, and contexts*. University of Toronto Press.

Kroskrity, Paul V. and Barbra A. Meek. 2023. On the social life of Indigenous North American languages. In *A new companion to linguistic anthropology, 1st edition*, eds. Alessandro Duranti, Rachel George, and Robin Conley Riner, 15–32. Hoboken and West Sussex: John Wiley & Sons.

Krupnik, Igor. 2022. Indigenous ice dictionaries: sharing knowledge for a changing world. In *Resilience through knowledge co-production: Indigenous knowledge, science, and global environmental change*, eds. Marie Roué, Douglas Nakashima, and Igor Krupnik, 93–116. Cambridge: Cambridge University Press.

Leonard, Wesley Y. 2023. Refusing "endangered languages" narratives. *Dædalus* 152(3):69–83

Li, Peggy, Linda Abarbanell, Lila Gleitman, & Anna Papafragou. 2011. Spatial reasoning in Tenejapan Mayans. *Cognition* 120(1). 33-53.
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Lucy, John A. 1997. inguistic relativity. *Annual Review of Anthropology* 26.291-312.

Mithun, Marianne. 2021. Language contact in North America. In *The Routledge Handbook of Language Contact*, eds. Evangelia Adamou and Yaron Matras, 503-572. Routledge.

Mufwene, Salikoko S. 2002. Colonisation, Globalisation, and the Future of Languages in the Twenty-first Century. *MOST Journal on Multicultural Societies* 4(2).

Perley, Bernard C. 2012. Zombie linguistics: Experts, endangered languages and the curse of undead voices. *Anthropological Forum: A journal of social anthropology and comparative sociology* 22(2). 133–149.

Pullum, Geoffrey. 1988. *The Great Eskimo Vocabulary Hoax*. The University of Chicago Press.

Silverstein, Michael. 1997. Encountering Language and Languages of Encounter in North American Ethnohistory. *Journal of Linguistic Anthropology* 6(2). 126-144.

Swanson, Tod Dillon. 2009. Singing to estranged lovers: Runa relations to plants in the Ecuadorean Amazon. *Journal for the Study of Religion, Nature, and Culture* 3(1). 36-65. https://doi.org/10.1558/jsrnc.v3i1.36

Administrative Policies

Land Acknowledgment

As we undertake research on the unique histories and features of Indigenous languages and their speakers, this course invites you to reflect on the ways that Indigenous groups around the world have contributed to our linguistic knowledge, often without explicit recognition or even consent. We also acknowledge the peoples on whose ancestral territories the Ohio State University sits and where we are able to carry out our studies: the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, and Ojibwe.

Attendance Policy

Students should miss no more than **2 scheduled days** of class for the duration of the semester. In the event of an emergency or other unexpected event that requires you to miss class time, please do your best to reach out to me *before you miss any additional class days* so that we can arrange appropriate accommodations.

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

Weather or Other Short-term Closing Policy

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

Use of Technology in the Classroom

As in any discussion-based class, it is necessary to provide your classmates with your full and undivided attention. For this reason, laptops, tablets, and other devices should only be used to view assigned readings, although it is preferable if you bring printed copies with you to minimize unintended distractions. Please only use your devices to assist in your class participation. If this policy gets in the way of your requested accommodations or would otherwise impede your ability to fully participate, please get in touch with me.

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 at http://studentlife.osu.edu/csc/.

ChatGPT and other AI tools

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others.

These tools will help shape the future of work, research, and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

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

Mental Health Support

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.

Disability Services and 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.

GE Theme course submission worksheet: Lived Environments

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes <u>and</u> those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Lived Environments)

In a sentence or two, explain how this class "fits' within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	*This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:* *Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;* *Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;* *Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)*

	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions. *Lecture* Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas. *Reading* The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts. *Discussions* Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others. *Activity Example:* Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.
ELO 2.2 *Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.*	Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom. *Some examples of events and sites:* The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

	Jazz-Age Montmartre, where a small community of African-Americans– including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I. *The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps* *The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.*

Goals and ELOs unique to Lived Environments

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

GOAL 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

	Course activities and assignments to meet these ELOs
ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions.	
ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.	
ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.	
ELO 4.2 Describe how humans perceive and represent the environments with which they interact.	
ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.	