

Term Information

Effective Term Spring 2026

General Information

Course Bulletin Listing/Subject Area Entomology
Fiscal Unit/Academic Org Entomology - D1130
College/Academic Group Food, Agric & Environ Science
Level/Career Undergraduate
Course Number/Catalog 3797.03
Course Title Evolution in Darwin's World and Ours
Transcript Abbreviation Evol Darwin
Course Description This course explores the scientific basis and historical context of the development of the evolutionary theory of species origin through natural selection and its impacts on modern biological sciences. The education abroad component provides opportunities to visit key historic and scientific museums and cultural sights in London, Cambridge, and the village of Downe, England
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Sometimes
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Field Experience
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions 3797.01; 3793.01H; 3797.02; 3797.02H; 3797.03; 3797.03H
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 26.0702
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Origins and Evolution; Intercultural and Global Awareness

Course Details

Course goals or learning objectives/outcomes

- Describe the mechanisms driving evolution, including the role of natural selection
- Speak and write critically about past events and ideas in the history of evolutionary thought, based on examination of primary and secondary sources
- Describe early to mid-19th century England in historical context and Darwin's life in that world, with emphasis on the paradigm shift that his evolutionary theory propelled and the 19th century responses to it
- Explain the tenets of modern evolutionary theory and cite evidence of its broad application and utility.
- Provide scientific evidence for the evolutionary drivers of diversity among life, including in insects.
- Describe the controversies within the field of evolutionary theory.

Content Topic List

- Science in Victorian England and Europe; 18th and 19th century contexts for evolutionary ideas, including notable figures
 - Darwin's life and correspondence
 - Evolution concepts and basics
 - Examples of insects in the context of evolution and natural selection
 - Modern Synthesis of Biology; Genetics
 - Modern evolution including advances and controversies
- Yes

Sought Concurrence

Attachments

- ENT 3797- submission-origins-evolution-V2.pdf: GE theme paper
(Other Supporting Documentation. Owner: Klinger, Ellen G)
- ENT 3797- ED Abroad High Impact Form-V1.pdf: GE HIP course sheet
(Other Supporting Documentation. Owner: Klinger, Ellen G)
- ENTMLGY 3797-Course Change Syllabus SP26-V8_.docx: Revised Syllabus
(Syllabus. Owner: Klinger, Ellen G)
- CLSE concurrence statement.pdf: CLSE concurrence
(Concurrence. Owner: Klinger, Ellen G)
- EEOB concurrence statement.pdf: EEOB concurrence
(Concurrence. Owner: Klinger, Ellen G)
- Review of EEOB concurrence denial.pdf: Concurrence review
(Concurrence. Owner: Klinger, Ellen G)

Comments

- Revised course name; added concurrence discussions *(by Klinger, Ellen G on 10/08/2025 12:01 PM)*
- Please request concurrence from the Center for Life Science Education (Biology) in ASC. *(by Vankeerbergen, Bernadette Chantal on 08/27/2025 12:31 PM)*
- Revise as per email message 6 August 2025 *(by Osborne, Jeanne Marie on 08/06/2025 11:43 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Klinger, Ellen G	08/05/2025 02:37 PM	Submitted for Approval
Approved	Klinger, Ellen G	08/05/2025 03:09 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	08/06/2025 11:43 AM	College Approval
Submitted	Klinger, Ellen G	08/06/2025 11:54 AM	Submitted for Approval
Approved	Klinger, Ellen G	08/06/2025 11:55 AM	Unit Approval
Approved	Osborne, Jeanne Marie	08/07/2025 02:23 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/27/2025 12:31 PM	ASCCAO Approval
Submitted	Klinger, Ellen G	10/08/2025 12:01 PM	Submitted for Approval
Approved	Klinger, Ellen G	10/09/2025 04:52 PM	Unit Approval
Approved	Osborne, Jeanne Marie	10/09/2025 04:55 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/09/2025 04:55 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

SYLLABUS

ENTMLGY 3797.03

Evolution in Darwin's World and Ours

SP 2026

4 credit hours

In-Person M & W 5:30-6:50; Study Abroad- Spring Break, 2026

COURSE OVERVIEW

Instructor

Instructor: Dr. Jamie Strange, PhD

Email address: strange.54@osu.edu (preferred contact method)

Office: 216 Kottman Hall, 614-688-0218

Office hours: e-mail instructor to arrange appointment for in-person or virtual meetings

Instructor: Dr. Benjamin Philip, PhD

Email address: philip.12@osu.edu (preferred contact method)

Office: 257A Howlett Hall, 614-688-4973

Office hours: e-mail instructor to arrange appointment for in-person or virtual meetings

Prerequisites

None

Course description

Some have said that Charles Darwin's idea about natural selection is the best idea anyone has ever had. This course explores the scientific basis and historical context of the development of the evolutionary theory of species origin through natural selection and its impacts on modern biological sciences. Students practice historical thinking and research skills by close reading of various writings from historical figures such as Darwin and Alfred Russell Wallace. Mid-late 18th century sources of evolutionary ideas, and 19th century evolutionary and antievolutionary views are read and discussed in scientific, social, religious, and political contexts. These



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themes are foundational for comprehending the origins and principles of Darwin's theory, the milieu into which he dispatched the *Origin of Species*. Students explore the development of modern evolutionary theory, its applications in biology, and current day opposition to evolution. In addition to the historical context, students will explore the scientific basis for the key tenets of natural selection: variation, inheritance, differential survival and reproduction, and adaptation. The evolution of insects will be a particular focus while applying these principles to understanding the diversity of life on earth. The education abroad component provides opportunities to visit key historic and scientific museums and cultural sights in London, Cambridge, and the village of Downe, England. Special visits with archivists and historians (Darwin Correspondence Project, Cambridge University; Linnaean Society, London), scientists (Natural History Museum, London), and certified guides augment course readings and discussion.

This course fulfills GE Themes: Origins and Evolution

General Education Goals and Expected Learning Outcomes (ELO)

This course fulfills the General Education (GE) rationale for the GE Themes: Origins and Evolution.

Goal 1: Analyze Origins & Evolution at a more advanced and in-depth level than in the Foundations component.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of origins and evolution.

ELO 1.2 Conduct an advanced, in-depth, scholarly exploration of the topic or idea of origins and evolution.

Goal 2: Integrate approaches to understanding the issues involved in origins and evolution 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 the future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to origins and evolution.

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: Appreciate the time depth of the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

ELO 3.1 Illustrate their knowledge of the time depth of the universe, physical systems, life on earth, humanity or human culture by providing examples or models.

ELO 3.2 Explain scientific methods used to reconstruct the history of the universe, physical systems, life on earth, humanity or human culture and specify their domains of validity.

ELO 3.3 Engage with current controversies and problems related to origins and evolution questions.

Goal 4: Understand the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

ELO 4.1 Describe their knowledge of how the universe, physical systems, life on Earth, humanity or human culture have evolved over time.

ELO 4.2 Summarize current theories of the origins and evolution of the universe, physical systems, life on earth, humanity or human culture.

How the course fulfills these General Education Goals and Expected Learning

Outcomes: This course focuses on the theory of evolution by means of natural selection through both a historical framework and a scientific lens. Prior to the study abroad experience, we delve into the late-18th to early 19th century sources of evolutionary and anti-evolutionary ideas within their cultural, political, and religious contexts. Students will read and critically analyze primary historical documents to gain a nuanced understanding of Darwin, his experiences, and his private life. We also examine Alfred Russel Wallace, an independent co-discoverer of natural selection. By examining the scientific world prior to the Origin of Species students will build an understanding of the radical nature of the idea of natural selection that Darwin and Wallace proposed. Our readings, worksheets and class discussion aim to deepen our comprehension of scientific thinking during the Victorian era, gaining an appreciation for the role of contingency in scientific discovery.

Students will also gain a scientific understanding of how natural selection is a key mechanism of evolution and a means for species origin. Insects are the most diverse group of animals on earth and contributed both to the development of the theory of natural selection, but also to modern understandings of genetics, ecology, comparative biology, among other disciplines. Our readings and discussions will explore how variation in traits within a population, inheritance of these traits, and differential survival and reproduction drive the diversity of life on Earth, with special emphasis on insects. In addition, we also consider the enduring legacy of Darwin's and Wallace's theory, its broad applications in modern evolutionary theory, and the impact and ramifications of the misapplication of the theory through movements like eugenics and creationism.

The historical and scientific lens will frame our travels in England, where we will visit key museums and sights in London, Cambridge, and the village of Downe, England that play important roles in the history of evolutionary thought. Special visits with archivists and historians (Darwin Correspondence Project, Cambridge University; Linnaean Society, London),

scientists (Natural History Museum, London), and certified guides augment course readings and discussion.

Course learning outcomes

By the end of this course, students should successfully be able to (with reference to the related general education learning objectives (ELO) above):

1. Describe the mechanisms driving evolution, including the role of natural selection. **ELO 1.1, 4.2**
2. Speak and write critically about past events and ideas in the history of evolutionary thought, based on examination of primary and secondary sources. **ELO 1.1, 1.2, 3.3**
3. Describe early to mid-19th century England in historical context (e.g., social, scientific, religious, political milieu) and Darwin's life in that world, with emphasis on the paradigm shift that his evolutionary theory propelled and the 19th century responses to it. **ELO 1.2, 2.1, 3.3**
4. Explain the tenets of modern evolutionary theory and cite evidence of its broad application and utility. **ELO 1.2, 2.2, 3.1, 4.2**
5. Provide scientific evidence for the evolutionary drivers of diversity among life, including in insects. **ELO 1.1, 3.1, 3.2, 4.1, 4.2**
6. Describe the controversies within the field of evolutionary theory. **ELO 3.3**

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% in-person and includes a required study abroad trip to England. Supporting information will be posted on our Carmen page, however, students are expected to attend class.

Credit hours and work expectations: This is a **4-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., instructor content and Carmen activities) while on campus, 6 hours of homework (e.g., reading and assignment preparation), and a minimum of 25 hours of educational experiences abroad, to receive a grade of (C) average.

Attendance and participation requirements: Your attendance is required for your participation in class discussions.

- **Excused absences:** Legitimate excused absences include: participation in an

activity of an official University organization, verifiable illness, verifiable family emergency, subpoena, jury duty, military service, and professional reasons (e.g., attendance at professional society meeting, job interview). Other serious personal problems will be considered on an individual basis. Instructor may require proof of documentation. Contact the instructor as soon as you know you will be absent due to an excused reason, or as soon as possible in the case of illness or emergency. Arrangements will be made between the instructor and student individually on how missed assignments or exams will be handled in the case of excused absences.

- **Office hours:** **OPTIONAL**

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Barlow, N., Editor. The Autobiography of Charles Darwin, 1809-1882, with original omissions restored. New York: W.W. Norton, 1958.
- Browne, J. Darwin's Origin of Species. New York: Grove Press, 2006.
- Darwin, C. On the Origin of Species, 6th Edition. 1872.
<https://gutenberg.org/files/2009/2009-h/2009-h.htm>
- Shaw, S. Planet of the Bugs: Evolution and the Rise of Insects. Chicago: University of Chicago Press, 2014.

Course technology

Technology support

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

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

Technology skills needed for this course



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

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam and microphone: built-in or external webcam and microphone, fully installed and tested or corresponding mobile device with video capabilities.
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication
- It will be ideal if you can bring either a mobile device, tablet or laptop to you to class each session, as we will be actively searching resources during most classes.

Required software

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

Carmen access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in CarmenCanvas. To ensure that you are able to connect to CarmenCanvas at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Information can be found at [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu).
- Users will only receive one SMS passcode at a time. Using the “Trust Browser” feature on a user’s first authentication log in of the day will allow the user to bypass the need for another passcode for 24 hours.
- [Install the Duo Mobile application](https://it.osu.edu/learner-technology-handbook/ch3/duo) (https://it.osu.edu/learner-technology-handbook/ch3/duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	% OF POINTS
Class Attendance	15%
Discussion Participation	15%
Worksheets/Written Responses	20%
Travel Journal	15%
Essay	15%
Final Exam	20%
Total	100%

See Course Schedule below for assignment due dates.

Descriptions of major course assignments

Class Attendance

Description: This class relies heavily on class discussion so attendance is important. Points will be deducted from the attendance grade following the second unexcused absence. Available attendance points will be evenly distributed among all class meetings.

Discussion Participation

Description: Your instructors will review the parameters of ideal participation at the beginning of the semester, and you will be reminded of expectations during the semester. For evaluation purposes, students will complete a self-assessment (see pg. 20) after each class discussion and these will be used to by the instructors to formulate grades for participation. The instructors will alert you at the midterm timepoint if your in-class participation requires improvement.

Worksheets/Written Response

Description: These enable you to practice interpreting and evaluating information from various sources of information. To receive full credit your work must: 1) be substantive, 2) demonstrate a good faith effort, and 3) be posted before class commences on the days that they are due. “Substantive” in this context may be defined as “meaningful and explicitly expressed;” thus, be sure you answer the question/prompt fully, using language that is clear and unambiguous. “Demonstrate good faith effort” means you have been conscientious and diligent-- your answer evidences a sincere attempt to do a good job completing the work as opposed to a perfunctory one and the instructor can clearly see that you have utilized the resources in the worksheet (book chapter, online video, etc.).

Each Worksheet (posted on Carmen) includes explicit instructions and in many cases the worksheets will be used as a preparation for the class discussions. Deadlines for submitting your work are posted at Carmen. Students may work together on these worksheets, but **all submitted work must be original (do not submit copies of another student's work).**

Travel Journal

Description: Students will maintain a journal during the travel abroad portion of class. Students may discuss entries with other students and consult any resources they need, but the journal entries must be their original work. Journals will be submitted after the trip is completed. It will include entries such as:

- Daily Logs: Notes on daily activities, observations, and experiences.
- Research Notes: Detailed documentation of research findings, interviews, and fieldwork.
- Reflections: Personal reflections on the travel experience, cultural insights, and academic growth.
- Photographs and Sketches: Visual documentation to complement written entries.
- References and Resources: Citations of books, articles, and other resources consulted during the trip (<https://guides.osu.edu/citation>).

Essay

Description: This essay will focus on a controversial topic related to the misapplication of the theory of natural selection or evolution. While students will have freedom to choose the topic, the essay will include a description of the movement, the misuse of science, and legislative outcomes/ramifications. Elements that you must address in your essay, essay length, and other information are further detailed in the rubric, which will be posted on Carmen. Students are expected to consult and cite outside sources, such as books, articles and internet sources (<https://guides.osu.edu/citation>), but the work they submit must be their own.

Final exam

Description: The final exam is cumulative, open book and will be taken individually online. This exam will test your understanding of the theory of natural selection and evolution and will also have questions related to the experiences on the travel abroad portion of the class.

Late Assignments

- Without an excused absence, late assignments will be subject to a 10% grade deduction during the first two hours, with additional 25% deductions accruing for every day it is late.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

Below is our intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days or less**.
- **Email:** We will reply to emails within 24 hours on weekdays (M-F).

OTHER COURSE POLICIES

Discussion and communication guidelines

Below are our expectations for how we should communicate as a class. Please remember to be respectful and thoughtful. At times we will discuss topics that many students have varied opinions about.

- **Tone and civility:** At all times we will maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Writing style:** Write using good grammar, spelling, and punctuation. All work must be your own.
- **Citing sources:** While engaging in class discussions please be aware that some statements will need a scientific source to back it up. While it is not expected that the student have sources for everything they say in class, discussion can be limited by the instructor to scientifically relevant material. It is best practice in writing to state sources for statements made on topics that are not taken from class material.

Academic Misconduct/Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of

the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so we recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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

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

Generative Artificial Intelligence (GenAI) Statement

In this course, students are welcome to explore innovative tools and technologies, including generative artificial intelligence (GenAI). GenAI can be a helpful resource for drafting creative content, brainstorming ideas, creating a “reverse outline” from a rough draft, and enhancing productivity. Yet it is essential to approach its use thoughtfully and ethically. Your written assignments must be your own original work. Submission of GenAI-generated content as your own work is considered a violation of Ohio State’s Academic Integrity policy and Code of Student Conduct because the work is not your own. The use of unauthorized GenAI tools will result in referral to the Committee on Academic Misconduct. If we suspect that you have used GenAI inappropriately on an assignment for this course, we will ask you to communicate with us to explain your process for completing the assignment in question.

Copyright

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



Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at civlrights.osu.edu
 Call 614-247-5838 or TTY 614-688-8605,
 Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles can be found at <https://cfaes.osu.edu/about/cfaes-principles-community>. If you have been a victim of or a

witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at <https://civilrights.osu.edu/>.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

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 [Civil Rights Compliance Office](#).

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

Weather or other short-term closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's [Weather or Other Short-Term Closing Policy](#). Please [visit this webpage](#) to learn more about preparing for potential closings and planning ahead for winter weather.

Counseling and Consultation Services/Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Yunkin 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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, we 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.

In addition, please feel free to discuss class performance or your ability to complete a class task with your instructor. My priority is to facilitate a positive learning environment during this period of uncertainty. Do not hesitate to e-mail us (philip.12@osu.edu or strange.54@osu.edu) if you have questions or concerns.

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates. This schedule is subject to change and any modification will be discussed in class and posted on Carmen.

Week	Date	Topic	Assignments due
1	1/12	Welcome! Introductions; Syllabus; Considerations regarding the study of history and science	
	1/14	Science in Victorian England and Europe	
2	1/19	MLK Day- No Class	
	1/21	18 th and 19 th century contexts for evolutionary ideas, including notable figures	Worksheet #1
3	1/26	Darwin's Autobiography (1st half), pp. 11-71	Worksheet #2
	1/28	Darwin's Autobiography (2nd half), pp. 71-118	Worksheet #3
4	2/2	Darwin Correspondence online https://www.darwinproject.ac.uk/	
	2/4	Origins of evolution	
5	2/9	Natural selection and speciation	Worksheet #4
	2/11	Diversity of life, including in insects	
6	2/16	DARWIN'S BIRTHDAY CELEBRATION!	
	2/18	Voyage of the Beagle	
7	2/23	Video: <i>Origin of Species</i> — <i>Making of a Theory</i> Darwin's Development of the Theory	Worksheet #5
	2/25	Video: <i>The Forgotten Voyage</i> : Alfred Russel Wallace	Worksheet #6
8	3/2	Wallace & Darwin; Presentation of Papers at the Linnean Society	
	3/4	A Theory by Which to Work	
9	3/9	Publishing of and response to <i>On the Origin of Species</i>	Worksheet #7
	3/11	Getting ready for Travel to England	
10	3/16	Spring Break- Travel to England	

	3/18	Spring Break- Travel to England	
11	3/23	Trip debrief	
	3/25	<i>Darwin's Struggle: The Evolution of the Origin of Species</i> [2009]	Travel Journal Due
12	3/30	Genetics (e.g. Mendel, Morgan)	
	4/1	Modern Synthesis	Worksheet #8
13	4/6	Systematics and the Evolution of Insects	
	4/8	Controversies in Evolution: Eugenics then and now	Worksheet #9
14	4/13	Controversies in Evolution: The State of Tennessee v. John Thomas Scopes, Intelligent design/Creationism	
	4/15	Modern Evolution	Worksheet #10
15	4/20	Current advances in natural selection and evolution	
	4/22	Current advances in genomics and development	Essay Due
16	4/27	Visit to the OSU Museum of Biological Diversity	
Finals week	Final: Due Friday May 1 11:59PM		

Reading/Media List:

- Barlow, N. (Ed.). (1958). The autobiography of Charles Darwin, 1809–1882, with original omissions restored. New York: W. W. Norton.
- BioInteractive. (n.d.). The origin of species: The making of a theory [Video]. HHMI BioInteractive. <https://www.biointeractive.org/classroom-resources/origin-species-making-theory>
- Browne, J. (2006). Darwin's Origin of Species. New York: Grove Press.
- Crawford, P. (Director). (1983). The forgotten voyage: Alfred Russel Wallace [Video]. BBC. <https://www.youtube.com/watch?v=Z1eQ6DadodA>
- Darwin, C. (1872). On the origin of species (6th ed.). <https://gutenberg.org/files/2009/2009-h/2009-h.htm>
- Darwin Correspondence Project. (n.d.). The correspondence of Charles Darwin. University of Cambridge. <https://www.darwinproject.ac.uk/>
- Maclaren, D. (Director). (2009). Darwin's struggle: The evolution of the Origin of Species [Video]. BBC. <https://www.youtube.com/watch?v=62qLjEt5m90>
- Shaw, S. (2014). Planet of the bugs: Evolution and the rise of insects. Chicago: University of Chicago Press.

COURSE SCHEDULE FOR TRAVEL ABROAD

Day		Structured/Guided Experience Highlights
1	Saturday	<i>Flight from Columbus to London, Travel to Cambridge</i> • Tour of Cambridge University Botanic Garden • Dinner at Eagle Pub, where James Watson and Francis Crick announced they had “discovered the secret of life”
2	Sunday	• Whipple Museum • Walking tour of Cambridge and King's College Chapel • Cambridge University Museum of Zoology
3	Monday	• Cambridge University Archives, including meeting with archivists to view Charles Darwin's personal correspondences • Sedgwick Museum of Earth Sciences <i>Train to London King's Cross Station</i> • British Library Treasures Collection, including the Magna Carta, Gutenberg Bible and Shakespeare's First Folio
4	Tuesday	• National Gallery • Linnean Society, including meeting with archivists to view personal collection of Alfred Russel Wallace • Walking tour of London and Westminster Abbey
5	Wednesday	<i>Travel to and From Downe, England</i> • Charles Darwin's Down House, including tour of house and garden that was home to Darwin 40 years
6	Thursday	• Tower of London • Tate Modern Museum • Globe Theatre tour and performance
7	Friday	• British Natural History Museum, including meeting research entomologist • V&A Museum • Science Museum
8	Saturday	• St. Paul's Cathedral • British Museum
9	Sunday	<i>Flight from London to Columbus</i>

This schedule is subject to change

College of Food, Agricultural, and Environmental Sciences

Entomology



THE OHIO STATE UNIVERSITY

Rubric to for Self-assessment of Discussion Participation and Performance

Component	Advanced	Competent	Inadequate	Unacceptable
<i>Conduct</i>	Student shows respect for members of the class, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges ideas respectfully, encourages and supports others to do the same.	Student shows respect for members of the class and for the method of shared inquiry and peer discussion. Participates regularly in the discussion but occasionally dominates the conversation or has difficulty accepting challenges to his/her ideas.	Student struggles showing respect for the class or the process as evidenced by speech and manner. Sometimes resorts to personal attacks when in disagreement with others.	Student shows a lack of respect for members of the group and the discussion process. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas, or resorts to personal attacks.
<i>Ownership/Leadership</i>	Takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants. Provides constructive feedback and support to others.	Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.	Rarely takes an active role in maintaining the flow or direction of the discussion. When put in a leadership role, often acts as a guard rather than a facilitator: constrains or biases the content and flow of the discussion.	Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.
<i>Reasoning</i>	Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.	Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow.	Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them. Rather than critique the text the student may resort to ad hominem attacks on the author instead.

<i>Listening</i>	Always actively attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments. Often reminds group of comments made by someone earlier that are pertinent.	Usually listens well and takes steps to check comprehension by asking clarifying and probing questions, and making connections to earlier comments. Responds to ideas and questions offered by other participants.	Does not regularly listen well as indicated by the repetition of comments or questions presented earlier.	Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, off-task activities.
<i>Reading</i>	Student has carefully read and understood the readings as evidenced by oral contributions; familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.	Student has read and understood the readings as evidenced by oral contributions. The work demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions.	Student has read the material, but comments often indicate that he/she didn't read or think carefully about it, or misunderstood or forgot many points. Class conduct suggests inconsistent commitment to preparation.	Student either is unable to adequately understand and interpret the material or has come to class unprepared, as indicated by serious errors or an inability to answer basic questions or contribute to discussion.

Adapted from Relearning by Design, Inc., 2000

GE Theme course submission worksheet: Origins & Evolution

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 and 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 (Origins & Evolution)

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.	<i>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)</i>
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	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. <u>Lecture</u> 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. <u>Reading</u> 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. <u>Discussions</u> 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

	<i>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.</i> <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</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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Goals and ELOs unique to Origins & Evolution

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 appreciate the time depth of the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

GOAL 4: Successful students will understand the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

	Course activities and assignments to meet these ELOs
ELO 3.1 Illustrate their knowledge of the time depth of the universe, physical systems, life on earth, humanity or human culture by providing examples or models.	
ELO 3.2 Explain scientific methods used to reconstruct the history of the universe, physical systems, life on earth, humanity or human culture and specify their domains of validity.	
ELO 3.3 Engage with current controversies and problems related to origins and evolution questions.	
ELO 4.1 Describe their knowledge of how the universe, physical systems, life on Earth, humanity or human culture have evolved over time.	
ELO 4.2 Summarize current theories of the origins and evolution of the universe, physical systems, life on earth, humanity or human culture.	

Global and Intercultural Learning: Abroad, Away, or Virtual Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Education Abroad & Away Courses. Expectations for workload and credit-hours for Education Abroad & Away courses are outlined by the Office of International Affairs and described in the Arts and Sciences Curriculum and Operations Manual. It also may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

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

Pedagogical Practices for E[redacted] & Away

Course subject & number

Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study. Please link this expectation to the course goals,



Global and Intercultural Learning: Abroad, Away, or Virtual Course Inventory

Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context).

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Global and Intercultural Learning: Abroad, Away, or Virtual Course Inventory

Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Global and Intercultural Learning: Abroad, Away, or Virtual Course Inventory

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence both in academic settings and, if possible, in the study away site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Global and Intercultural Learning: Abroad, Away, or Virtual Course Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Global and Intercultural Learning: Abroad, Away, or Virtual Course Inventory

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

From: [Freudenstein, John](#)
To: [Osborne, Jeanne](#); [Andrews, Adam](#); [Sabel, Jaime](#)
Cc: [Vankeerbergen, Bernadette](#); [Klinger, Ellen](#); [Martin, Andrew](#)
Subject: RE: Concurrence Request - ENTMLGY 3797.03 and 3797.03E
Date: Monday, September 8, 2025 2:16:15 PM
Attachments: [image001.png](#)
[image002.png](#)
[EEOB 5320 syllabus.pdf](#)

Dear Jeanne:

I looked carefully at the syllabi for these courses and, although in EEOB we try to be a good partner with other units in developing curriculum, I am finding it difficult to provide concurrence on ENT 3797.03 and 3797.03E. I see that concurrence was provided by a previous curricular vice-chair in our department (who was partially appointed in Entomology) for the current versions, but content-wise there is significant overlap with our long-standing course EEOB 5320, *Society and Evolution*.

Differences between the proposed course and EEOB 5320 include the level -- clearly our course is being taught at a somewhat higher level, although since it is at the 3000-level, ENT 3797 appears to be targeted at upper-level undergraduates, so there would be overlap in the student constituency. Additionally, EEOB 5320 is not a GE course and it does not include a study abroad component -- these are the other features that distinguish the two.

The problem is that when considering the syllabi, the content overlap between ENT 3797.03 and EEOB 5320 appears to be about 75% (see attached EEOB 5320 syllabus). The EEOB course has no focus on insects, so there is a small difference there, but the core content -- the development of evolutionary ideas and their social and political context from the late 18th century to the present day -- is covering much the same ground.

I am sorry not to be more helpful to you but think that it is important to state the content conflict, understanding that other aspects of the course also have weight in the decision.

Sincerely,

John



John V. Freudenstein, PhD
Professor
Vice Chair for Undergraduate Studies
Director of the Herbarium (OS)
Dept. of Evolution, Ecology and Organismal Biology
1315 Kinnear Road
Columbus, OH 43212
614-688-0363

From: Osborne, Jeanne <osborne.2@osu.edu>

Sent: Thursday, August 28, 2025 9:55 AM

To: Andrews, Adam <andrews.171@osu.edu>; Sabel, Jaime <sabel.12@osu.edu>; Freudenstein, John <freudenstein.1@osu.edu>

Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Klinger, Ellen <klinger.80@osu.edu>; Martin, Andrew <martin.1026@osu.edu>

Subject: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Dear Dr. Andrews, Dr. Sabel and Dr. Freudenstein,

We would appreciate concurrence from the Center for Life Sciences Education and the Department of Evolution, Ecology, and Organismal Biology in the College of Arts and Sciences for a course proposal for ENTMLGY 3797.03/3797.03E, 'The Evolution of Evolution: From Darwin's World to Ours' which has been submitted for the Origins and Evolution Theme and the Global and Intercultural Learning: Abroad, Away, or Virtual Integrative practice.

While this has been submitted as a new course proposal since the credit hours and the GE category have changed, this course is actually a revisioning of an approved two-course sequence: ENTMLGY 3797.01E, 'Evolution in Darwin's World and Ours: Context' (2 cr) and ENTMLGY 3797.02E, 'Evolution in Darwin's World and Ours: Abroad' (1 cr), that was developed by Dr. Carol Anelli to fulfill the Historical Study requirement in the GEL (GE Foundation Historical and Cultural Studies). I have attached the concurrences provided for these courses as reference.

When the Origins and Evolution theme was introduced, I had a conversation with Dr. Meg Daly about this thematic area, and she and I discussed that the 'Darwin's World' education away pair of courses would be a good fit for this theme. Additionally, we found that students struggled with the concept of a combination of courses to fulfill a GE requirement, so putting the two elements of the course together makes sense for student engagement with the course.

I have attached the syllabi for the courses. We would appreciate your feedback by Friday, September 12, 2025. Please let me know if you have any questions or need additional information.

Thank you,

Jeanne



THE OHIO STATE UNIVERSITY

Jeanne M. Osborne

Assistant Dean for Academic Affairs

College of Food, Agricultural, and Environmental Sciences

100E Agricultural Administration, 2120 Fyffe Rd.

Columbus, OH 43210

Tel: 614-292-1734

Fax: 614-292-1218

e-mail: Osborne.2@osu.edu

'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change' (Bob Kerrey)

From: [Martin, Andrew](#)
To: [Klinger, Ellen](#)
Cc: [Osborne, Jeanne](#); [Philip, Benjamin](#); [Strange, Jamie](#); [Vankeerbergen, Bernadette](#)
Subject: RE: Concurrence Request - ENTMLGY 3797.03 and 3797.03E
Date: Monday, October 6, 2025 12:51:55 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)

Ok, thanks for the flexibility!!

Best

Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education
Professor of Sociology
114 University Hall, 230 North Oval Mall
Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu

From: Klinger, Ellen <klinger.80@osu.edu>
Sent: Monday, October 6, 2025 12:42 PM
To: Martin, Andrew <martin.1026@osu.edu>
Cc: Osborne, Jeanne <osborne.2@osu.edu>; Philip, Benjamin <philip.12@osu.edu>; Strange, Jamie <strange.54@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: RE: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Andrew,

I spoke with both instructors (copied here) and they agreed that the best move in this case it to revert back to the old title “Evolution in Darwin’s World and Ours.”

I will prep and make the change in curriculum.osu.edu, but please note it won’t proceed past the college approval until Jeanne returns, in case the timing matters for ASC committee review.

Thanks,

Ellen



Ellen Klinger, PhD

Professional Practice Associate Professor of Entomology
College of Food, Agricultural, and Environmental Sciences Department of Entomology
255 Kottman Hall, 2021 Coffey Road, Columbus, OH , OH 43210-1043
614-247-4763 Office

klinger.80@osu.edu / osu.edu

Pronouns: she/her/hers



[Book time to meet with me](#)

From: Martin, Andrew <martin.1026@osu.edu>

Sent: Monday, October 6, 2025 10:58 AM

To: Klinger, Ellen <klinger.80@osu.edu>

Cc: Osborne, Jeanne <osborne.2@osu.edu>; Philip, Benjamin <philip.12@osu.edu>; Strange, Jamie <strange.54@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Subject: RE: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Thank you!



THE OHIO STATE UNIVERSITY

Andrew W. Martin

Associate Dean for Undergraduate Education

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martin.1026@osu.edu

From: Klinger, Ellen <klinger.80@osu.edu>

Sent: Monday, October 6, 2025 10:25 AM

To: Martin, Andrew <martin.1026@osu.edu>

Cc: Osborne, Jeanne <osborne.2@osu.edu>; Philip, Benjamin <philip.12@osu.edu>; Strange, Jamie <strange.54@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Subject: RE: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Andrew,

Thank you for reaching out to EEOB and for articulating the additional concerns with this clas. Let me chat with the instructors about the title today or tomorrow, I'm sure we can decide on a title that is suitable for all.

Ellen



THE OHIO STATE UNIVERSITY

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klinger.80@osu.edu / osu.edu

Pronouns: she/her/hers



[Book time to meet with me](#)

From: Martin, Andrew <martin.1026@osu.edu>

Sent: Monday, October 6, 2025 8:54 AM

To: Klinger, Ellen <klinger.80@osu.edu>

Cc: Osborne, Jeanne <osborne.2@osu.edu>; Philip, Benjamin <philip.12@osu.edu>; Strange, Jamie <strange.54@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Subject: RE: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Hi Ellen (I realize Jeanne is out of the country at the moment).

I passed along your comments to EEOB, which they appreciated, and now see how the courses differ. I think the only remaining concern from their perspective is the title of the course. Here is the relevant feedback:

I think that the sticking point for us at this point comes down to their new proposed title – “The Evolution of Evolution”. They make the point in their response to my earlier message that their course really focuses on, as they say, “understanding Darwin as a person as well as providing context through insect examples of how the theories of evolution and natural selection work.” If this is the case and the course is more narrowly focused, could they change the title to reflect that more narrow focus? Even their earlier title “Evolution in Darwin's World and Ours” would be better than the very broadly encompassing proposed title.

Please let me know what you think.

Best

Andrew



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From: Klinger, Ellen <klinger.80@osu.edu>

Sent: Monday, September 29, 2025 3:59 PM

To: Martin, Andrew <martin.1026@osu.edu>

Cc: Osborne, Jeanne <osborne.2@osu.edu>; Philip, Benjamin <philip.12@osu.edu>; Strange, Jamie <strange.54@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Subject: Re: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Of course!

Ellen

Ellen Klinger, PhD

Professional Practice Associate Professor of Entomology
College of Food, Agricultural, and Environmental Sciences Department of Entomology
255 Kottman Hall, 2021 Coffey Road, Columbus, OH , OH 43210-1043
614-247-4763 Office
klinger.80@osu.edu / osu.edu
Pronouns: she/her/hers

From: Martin, Andrew <martin.1026@osu.edu>
Sent: Monday, September 29, 2025 3:30:57 PM
To: Klinger, Ellen <klinger.80@osu.edu>
Cc: Osborne, Jeanne <osborne.2@osu.edu>; Philip, Benjamin <philip.12@osu.edu>; Strange, Jamie <strange.54@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: RE: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Thanks Ellen; I'd like to share this with EEOB if you are amenable to that.

Best

Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education
Professor of Sociology
114 University Hall, 230 North Oval Mall
Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu

From: Klinger, Ellen <klinger.80@osu.edu>
Sent: Monday, September 29, 2025 3:30 PM
To: Martin, Andrew <martin.1026@osu.edu>
Cc: Osborne, Jeanne <osborne.2@osu.edu>; Philip, Benjamin <philip.12@osu.edu>; Strange, Jamie <strange.54@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Dr. Martin,

Entomology has crafted a response to further highlight the differences and the key roles all

three classes play in the curriculum at Ohio State. Please let us know if there are additional questions or information you would like from us as you consider whether the course request for ENTMLGY 3797.03 can process without EEOB concurrence.

Thank you,
Ellen



Ellen Klinger, PhD

Professional Practice Associate Professor of Entomology
College of Food, Agricultural, and Environmental Sciences Department of Entomology
255 Kottman Hall, 2021 Coffey Road, Columbus, OH , OH 43210-1043
614-247-4763 Office

klinger.80@osu.edu / osu.edu

Pronouns: she/her/hers



[Book time to meet with me](#)

From: Martin, Andrew <martin.1026@osu.edu>

Sent: Tuesday, September 23, 2025 10:57 AM

To: Osborne, Jeanne <osborne.2@osu.edu>

Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Klinger, Ellen <klinger.80@osu.edu>

Subject: RE: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Thanks Jeanne, I realized that CLSE did actually concur with the course, so apologies for the confusion. I look forward to the response from Ellen.

Best

Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education
Professor of Sociology
114 University Hall, 230 North Oval Mall
Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu

From: Osborne, Jeanne <osborne.2@osu.edu>

Sent: Tuesday, September 23, 2025 10:55 AM

To: Martin, Andrew <martin.1026@osu.edu>

Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Klinger, Ellen <klinger.80@osu.edu>

Subject: RE: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Andrew,

CLSE provided concurrence for the course:

Dr. Osborne,

I apologize for the delay in responding to this request. We've reviewed the syllabi for ENT 3797.03 and note that the course is at least 75% overlapping with our approach to Biology 4798 - *Biological Roots in England*. Our long-standing course, going back at least the 20 years of my memory, explores the historical and cultural significance of scientific discovery in England, with a focus on biological topics including evolution, culminating in a short-term study abroad trip to England where students visit Down House, The Royal Society, Westminster Abbey, Oxford or Cambridge University, and other scientifically important historical sites.

Despite the very significant overlap between both the content and structure of our courses, the CLSE see benefit to both courses existing and will offer its concurrence for ENT 3797.03. While our instructors tend to focus on the historical significance of Evolution in the course based on their backgrounds and interest, our course learning outcomes only broadly mandate exploration of scientific discovery and do not focus on evolution specifically.

We have been discussing proposing our 4798 course to fulfill the Origins and Evolution Theme since the rollout of the theme as we too thought the course lends itself well but had not gotten to the proposal yet. Were we to propose our course for the O&E Theme in the future, I hope Entomology might be equally as supportive given that these are both existing courses.

Regards,
Adam



Adam L. Andrews

Assistant Director for Curriculum & Instruction

College of Arts and Sciences | Center for Life Sciences Education

240D Jennings Hall, 1735 Neil Avenue, Columbus, OH 43210
(614) 247-6345 Office / (614) 292-4390 Fax
andrews.171@osu.edu clse.osu.edu

The response from Dr. Freudenstein in EEOB was a bit on the fence, closing with: 'I am sorry not to be more helpful to you but think that it is important to state the content conflict, understanding that other aspects of the course also have weight in the decision.'

Dr. Ellen Klinger is drafting a response – the big differences (and noted by Dr. Freudenstein in their response) are that the proposed course is in the GE, no prerequisites, a 3000 (rather than 5000) level course, and education abroad offering.

I have copied Ellen on this message – she is working on the course resubmission.

Jeanne

From: Martin, Andrew <martin.1026@osu.edu>
Sent: Tuesday, September 23, 2025 9:00 AM
To: Osborne, Jeanne <osborne.2@osu.edu>
Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: RE: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Hi Jeanne

It looks like two units (EEOB and CLSE) did not grant concurrence for this course. I'm not sure if you've had a chance to look at the syllabi they passed along, but I'm happy to chat more about this with you.

Besides this course, I think we just have one FAES course still out for concurrence (AEDECON 6320).

Best

Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education
Professor of Sociology
114 University Hall, 230 North Oval Mall
Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu

From: Osborne, Jeanne <osborne.2@osu.edu>
Sent: Thursday, August 28, 2025 9:55 AM
To: Andrews, Adam <andrews.171@osu.edu>; Sabel, Jaime <sabel.12@osu.edu>; Freudenstein, John <freudenstein.1@osu.edu>
Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Klinger, Ellen <klinger.80@osu.edu>; Martin, Andrew <martin.1026@osu.edu>
Subject: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Dear Dr. Andrews, Dr. Sabel and Dr. Freudenstein,

We would appreciate concurrence from the Center for Life Sciences Education and the Department of Evolution, Ecology, and Organismal Biology in the College of Arts and Sciences for a course proposal for ENTMLGY 3797.03/3797.03E, 'The Evolution of Evolution: From Darwin's World to Ours' which has been submitted for the Origins and Evolution Theme and the Global and Intercultural Learning: Abroad, Away, or Virtual Integrative practice.

While this has been submitted as a new course proposal since the credit hours and the GE category have changed, this course is actually a revisioning of an approved two-course sequence: ENTMLGY 3797.01E, 'Evolution in Darwin's World and Ours: Context' (2 cr) and ENTMLGY 3797.02E, 'Evolution in Darwin's World and Ours: Abroad' (1 cr), that was developed by Dr. Carol Anelli to fulfill the Historical Study requirement in the GEL (GE Foundation Historical and Cultural Studies). I have attached the concurrences provided for these courses as reference.

When the Origins and Evolution theme was introduced, I had a conversation with Dr. Meg Daly about this thematic area, and she and I discussed that the 'Darwin's World' education away pair of courses would be a good fit for this theme. Additionally, we found that students struggled with the concept of a combination of courses to fulfill a GE requirement, so putting the two elements of the course together makes sense for student engagement with the course.

I have attached the syllabi for the courses. We would appreciate your feedback by Friday, September 12, 2025. Please let me know if you have any questions or need additional information.

Thank you,

Jeanne



Jeanne M. Osborne

Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd.
Columbus, OH 43210
Tel: 614-292-1734
Fax: 614-292-1218
e-mail: Osborne.2@osu.edu

'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change' (Bob Kerrey)

From: [Andrews, Adam](#)
To: [Osborne, Jeanne](#); [Sabel, Jaime](#)
Cc: [Vankeerbergen, Bernadette](#); [Klinger, Ellen](#); [Martin, Andrew](#)
Subject: Re: Concurrence Request - ENTMLGY 3797.03 and 3797.03E
Date: Thursday, September 18, 2025 8:55:10 AM
Attachments: [image001.png](#)
[image001.png](#)

Dr. Osborne,

I apologize for the delay in responding to this request. We've reviewed the syllabi for ENT 3797.03 and note that the course is at least 75% overlapping with our approach to Biology 4798 - *Biological Roots in England*. Our long-standing course, going back at least the 20 years of my memory, explores the historical and cultural significance of scientific discovery in England, with a focus on biological topics including evolution, culminating in a short-term study abroad trip to England where students visit Down House, The Royal Society, Westminster Abbey, Oxford or Cambridge University, and other scientifically important historical sites.

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(614) 247-6345 Office / (614) 292-4390 Fax

andrews.171@osu.edu clse.osu.edu

From: Osborne, Jeanne <osborne.2@osu.edu>

Date: Thursday, August 28, 2025 at 9:55 AM

To: Andrews, Adam <andrews.171@osu.edu>, Sabel, Jaime <sabel.12@osu.edu>, Freudenstein, John <freudenstein.1@osu.edu>

Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>, Klinger, Ellen <klinger.80@osu.edu>, Martin, Andrew <martin.1026@osu.edu>

Subject: Concurrence Request - ENTMLGY 3797.03 and 3797.03E

Dear Dr. Andrews, Dr. Sabel and Dr. Freudenstein,

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I have attached the syllabi for the courses. We would appreciate your feedback by Friday, September 12, 2025. Please let me know if you have any questions or need additional information.

Thank you,

Jeanne



Jeanne M. Osborne

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