

Term Information

Effective Term Autumn 2017

General Information

Course Bulletin Listing/Subject Area African American & African Std
Fiscal Unit/Academic Org African-Amer & African Studies - D0502
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2367.02
Course Title Debates in African American Studies
Transcript Abbreviation Debates Af Am Stds
Course Description This writing-intensive course will assist students in honing their rhetorical argumentation skills through the examination of debates in African American Studies from the arrival of Africans in the Americas through the current moment.
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

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110.01 (101.01) and sophomore standing
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0201
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Level 2 (2367)

Course Details

Course goals or learning objectives/outcomes

- Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.
- Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Content Topic List

- black humanity
- gender and sexuality
- race and class
- immigration and migration
- government, rights and civic duty
- politics of art
- society and individual choice
- religion
- education
- strategies for change

Attachments

- GERationale2367.02DebatesinAfricanAmericanStudies.docx: AAAS GE Rationale
(Other Supporting Documentation. Owner: Austin, Curtis J)
- GE Assessment 2367.02.docx
(GEC Course Assessment Plan. Owner: Austin, Curtis J)
- Syllabus Debates in Af Am Studies 2367.02 1.11.docx
(Syllabus. Owner: Austin, Curtis J)

Comments

- See 11-29-16 e-mail to C Austin and M Workman. *(by Vankeerbergen, Bernadette Chantal on 11/29/2016 03:24 PM)*
- I see some GE rationale for the 2nd writing course but none for the Social Diversity. Did I overlook something? A rationale for both should be provided

Returned at C. Austin's request of 10/7. Content topics must be single topics not all listed in one box. See curricular operations manual.

Please provide corrected syllabus w/o Diversity GE language *(by Heysel, Garrett Robert on 11/07/2016 04:49 PM)*

- I am unclicking Social Diversity and we are only asking for the 2nd Writing at this point. *(by Austin, Curtis J on 09/22/2016 12:50 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Austin, Curtis J	09/16/2016 08:37 PM	Submitted for Approval
Approved	Austin, Curtis J	09/16/2016 08:37 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	09/21/2016 07:24 PM	College Approval
Submitted	Austin, Curtis J	09/22/2016 12:50 AM	Submitted for Approval
Approved	Austin, Curtis J	09/22/2016 12:51 AM	Unit Approval
Revision Requested	Heysel, Garrett Robert	10/13/2016 12:05 PM	College Approval
Submitted	Heysel, Garrett Robert	11/07/2016 04:49 PM	Submitted for Approval
Approved	Austin, Curtis J	11/07/2016 04:51 PM	Unit Approval
Approved	Heysel, Garrett Robert	11/14/2016 11:50 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/29/2016 03:24 PM	ASCCAO Approval
Submitted	Austin, Curtis J	01/17/2017 02:51 PM	Submitted for Approval
Approved	Austin, Curtis J	01/17/2017 02:52 PM	Unit Approval
Approved	Heysel, Garrett Robert	01/17/2017 02:55 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	01/17/2017 02:55 PM	ASCCAO Approval

The Ohio State University
AFAMAST 2367.02: Debates in African American Studies
Department of African American & African Studies
Class Meeting Days/Times
Class Location

Instructor
Email

Office Location
Office Hours

Course Description

This writing-intensive course will assist students in honing their rhetorical argumentation skills through the examination of debates in African American Studies from the arrival of Africans in the Americas through the current moment. Debate topics within the following areas: black humanity; gender and sexuality; race and class; immigration and migration; government, rights and civic duty; politics of art; society and individual choice; religion; education; strategies for change; and separatism versus integration. The reading assignments will encourage students to read closely and think critically as they analyze the argument through historical, political, and social contexts, as well as language choice and intended audience. The reading assignments will provide students with models--both strong and weak--for crafting their own arguments. The written and oral assignments will focus on helping students to consider their own audience as they craft different types of arguments and analyze the arguments of others.

Course Objectives

- To hone students rhetorical argumentation skills through critical reading and analysis of written texts.
- To offer students the opportunity to receive written peer and instructor feedback in order to revise their written work.
- To consider audience when crafting written and oral arguments.
- To think critically about the US black experience and the ways in which those experiences have been addressed through intra-racial and inter-racial public debates.
- To develop skills in visual rhetoric and digital media production

GE: Writing and Communication

Goals

Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes

- Level Two (2367)
 1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
 2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
 3. Students access and use information critically and analytically.

Required Text

Henry Louis Gates, Jr. and Jennifer Burton. *Call and Response: Key Debates in African American Studies*

Andrea Lunsford, *EasyWriter*

Grading

- 10% Participation
- 15% Oral Speech
- 20% Paper 1: Rhetorical Appeals
- 20% Paper 2: Refuting and Conceding
- 20% Paper 3: Pro/Pro
- 15% Digital Final Project

Assignments

Participation: Regular and engaged participation is expected. Students are expected to arrive to class having completed all assigned readings and be ready to participate in thoughtful and lively discussion. Unexcusable absences and any accrued absences beyond four (4) will adversely affect your participation grade and potentially your final course grade. Tardies and early departures are disruptive and should be avoided; they, too, will affect your participation grade.

Documented excusable absences include: bereavement, hospitalization, contagious illness, or severe injuries.

Papers: Students will write three papers. Each paper will be workshopped through peer reviews prior to submitting a final draft to the instructor. Students will have the opportunity to revise each paper to improve their writing skills as well as earn a higher grade; revised papers are due one week from receiving feedback and grade.

- Paper One will focus on the rhetorical appeals. Students will select an essay and analyze the effectiveness of the writer's use of the rhetorical appeals. Paper length: 3-4 pages.
- Paper Two will focus on students' ability to construct an argument related to one of the debates studied. Specific attention will be paid to students' ability to construct a narrow and forceful argument that is supported by effective refuting and conceding. For this paper, historical

research for social and political context of the debate will be necessary for a solid understanding of context, but no sources beyond the book should be necessary to form the argument. Paper length: 4-5 pages.

- Paper Three will be a challenge, as students will select a debate topic and write two (2) short papers. Each paper will be for or “pro” which means students will inevitably argue in one paper for a position they do not in fact hold. This is an important exercise in argumentation, as it will assist students in privileging *reason* or logos in their arguments over *emotional feeling* or pathos, as well as continue to hone refuting and conceding skills.

Oral Speech: During the first week of class each student will sign up for a day to orally present to the class on the assigned reading. The presentation must cover:

- Identify the main issue
- Identify any secondary issue(s)
- Identify the players in the debate (background information on their lives, careers, etc.)
- Provide a historical, social and political context for the debate
- Articulate the primary points of contention if the debate is between two or more individuals; if it is not, but rather a larger public conversation, then identify or categorize the differing perspectives on the issue.

Visual presentations (i.e. Power Point; Prezi, etc.) may accompany the presentation, but no devices may be used that might subvert the oral element of the presentation (i.e. digital media, sound clips, etc.).

Digital Project: This is an opportunity for students to move away from the written page of argumentation to the visual. Students will select one of the debates covered during the semester and develop a digital project that captures the debate visually and/or aurally. The possibilities are quite open and could be as simple as a Power Point presentation of visual art responding to one of the debates (i.e. natural hair); or it could be a montage of sound bytes from various speeches on a topic (i.e. separatism) accompanied by images of the speakers; or it could be a short performance (5 minutes max.) produced by the student that captures a current iteration of one of the debates; or it could be something else entirely and subject to the expanse of students’ own imagination and creativity.

Further details on all assignments will be posted on Carmen and discussed during class. If you ever have questions about either the assignments or reading, please be sure to ask in class or, if more appropriate, speak to me during office hours or an alternately scheduled time. I want to be sure you have all of the information and support you need in order to perform at your best!

OSU Standard Grade Scheme

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)

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/>.”

Disability Services

“Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.”

Weekly Schedule

Black Humanness: A Philosophical Context for the US Black Experience

Week 1 DAVID HUME *from* Of National Characters (1748, 1777)
 PHILLIS WHEATLEY Letter to the Reverend Samson Occum (1774)
 THOMAS JEFFERSON *from* Notes on the State of Virginia (1784, 1787)
 BENJAMIN BANNEKER Letter to Thomas Jefferson (1791)
 THOMAS JEFFERSON Reply to Benjamin Banneker (1791)

Lecture on Audience: Intended Audience & Delivery

- Week 2 DAVID WALKER *from* Article I, Our Wretchedness in Consequence of Slavery, *from* Walker's *Appeal* (1829, 1830)
IDA B. WELLS *from* Southern Horrors: Lynch Law in All Its Phases (1882)
BOOKER T. WASHINGTON The Atlanta Exposition Address (1895)
HENRY MCNEAL TURNER Response to the Atlanta Exposition Address (1895)
W. E. B. DU BOIS Of Mr. Booker T. Washington and Others (1903)

Lecture on Rhetorical Appeals: Ethos (character/credibility)

Black Women's Suffrage, Rights & Gender Divides

- Week 3 KELLY MILLER *from* The Risk of Woman Suffrage (1915)
W.E.B. DU BOIS *from* Woman Suffrage (1915)
ELISE JOHNSON MCDUGALD *from* The Double Task: The Struggle of Women for Sex and Race Emancipation (1925)
JOEL AUGUSTUS ROGERS The Critic: Dean Miller Takes Fright at the Emancipation of the Negro Woman (1925)
CLAUDIA JONES *from* An End to the Neglect of the Problems of the Negro Woman! (1949)

Lecture on Rhetorical Appeals: Pathos (emotion)

- Week 4 LINDA LA RUE *from* The Black Movement and Women's Liberation (1970)
FRANCES M. BEAL Double Jeopardy: To Be Black and Female (1970)
COMBAHEE RIVER COLLECTIVE A Black Feminist Statement (1977)
MICHELE WALLACE *from* Black Macho and the Myth of the Superwoman (1979)
ROBERT STAPLES The Myth of Black Macho: A Response to Angry Black Feminists (1979)

Lecture on Rhetorical Appeals: Logos (reason)

Black Separatism vs. Integration

- Week 5 JAMES CRAWFORD EMBRY Afro-American vs. Negro (1895)
WILFRED ADOLPHUS DOMINGO What Are We, Negroes or Colored People? (1919)

W. E. B. DU BOIS On Segregation (1934)
W. E. B. DU BOIS The NAACP and Race Segregation (1934)
WALTER F. WHITE Reply to W.E.B.Du Bois (1934)

Lecture on Preemptive Argumentation & Conceding

Paper 1 DUE

Week 6 JAMES FARMER AND MALCOLM X A Debate at Cornell University (1962)
STAUGHTON LYND *from* Coalition Politics or Nonviolent Revolution? (1965)
LINDA LA RUE *from* The Black Movement and Women's Liberation (1970)
K. T. BREDFORD Why "Black" and Not "African-American"? (2007)

Lecture on Audience: Knowing your Audience

Government, Rights & Civic Duty

Week 7 FREDERICK DOUGLASS AND SAMUEL RINGGOLD WARD
Resolved, That the Constitution of the United States, in Letter, Spirit, and
Design, Is Essentially Anti-Slavery (1849)
W. E. B. DU BOIS Returning Soldiers (1919)
A. PHILIP RANDOLPH Why Should We March? (1942)
AARON MCGRUDER The Boondocks: Because I Know You Don't Read the
Newspaper (2000)

Lecture on Personal Style and Voice

Week 8 RANDALL ROBINSON *from* The Debt: What America Owes to Blacks (2000)
JACK HITT ET AL. Making the Case for Racial Reparations (2000)
ADOLPH L. REED JR. The Case Against Reparations (2000)

Lecture on Personal vs. Neutral Stances

Week 9 Writing Workshop: Strategizing Argumentation

Society & Individual Choice

Week 10 W. E. B. DU BOIS Black Folk and Birth Control (1932)
GEORGE S. SCHUYLER Quantity or Quality (1932)
CONSTANCE FISHER The Negro Social Worker Evaluates Birth Control (1932)
DAILY GLEANER Marcus Garvey on Birth Control (1934)
JULIAN LEWIS Can the Negro Afford Birth Control? (1945)

E. FRANKLIN FRAZIER Birth Control for More Negro Babies (1945)
DOROTHY ROBERTS The Dark Side of Birth Control (1997)

Lecture on the Art of the Rebuttal

Paper 2 Due

Week 11 PHYL GARLAND The Natural Look: Many Negro Women Reject White Standards of Beauty (1966)
READERS OF EBONY Letters on “The Natural Look” (1966)
KATHY RUSSELL, MIDGE WILSON, AND RONALD HALL Hair: The Straight and Nappy of It All (1992)

Lecture on Detecting Personal Bias for Stronger Argumentation

Week 12 CHERYL CLARKE The Failure to Transform: Homophobia in the Black Community (1983)
BARBARA SMITH Blacks and Gays: Healing the Great Divide (1993)
US HELPING US On the Down Low (2001)
TONY COX AND BISHOP HARRY JACKSON Homosexuality in the Black Church (2007)
BETH E. RICHIE Battered Black Women: A Challenge for the Black Community (1985)

Week 13 Writing Workshop: Pro/Pro

Week 14 Digital Presentations & Thanksgiving
Paper 3 Due

Week 15 Digital Presentations

GE Rationale

AFAMAST 2367.02: Debates in African American Studies

a) How do the course objectives address the GE category expected learning outcomes?

Using lecture, written arguments, oral presentations, and a digital project this course aims to hone students' skills with written communication and expression, reading, critical thinking, and oral and visual expression. The course does this through the examination of debates in African American Studies from the arrival of Africans in the Americas through the current moment. Debate topics within the following areas: black humanity; gender and sexuality; race and class; immigration and migration; government, rights and civic duty; politics of art; society and individual choice; religion; education; strategies for change; and separatism versus integration. The reading assignments will encourage students to read closely and think critically as they analyze the argument through historical, political, and social contexts, as well as language choice and intended audience. The reading assignments will provide students with models--both strong and weak--for crafting their own arguments. The written and oral assignments will focus on helping students to consider their own audience as they craft different types of arguments and analyze the arguments of others.

b) How do the readings assigned address the GE category expected learning outcomes?

The course readings provide students with exposure to a wide variety of debates from slavery to the present that have informed the African American experience in the U.S. and that have responded to the political, social, and economic realities of black life. Because the readings are actual arguments between individuals and/or groups or mass appeals, they offer students a variety of examples of various rhetorical strategies employed in argumentation. These examples will help students to think critically and analytically as they prepare their own arguments. The assigned readings and visual assignment also allow students to have robust dialogues with one another that will help to shape and, in some cases, re-shape their own positions on an issue.

c) How do the topics address the GE category expected learning outcomes?

The topics are grounded in debates, so there is always at least two opposing positions and often more than two. A topic like Integration vs. Segregation, for example, is, even today, a hot topic. Such a polarizing topic calls upon students to critically and analytically analyze the various viewpoints and the evidence the writers, orators, or artists use to support their positions.

d) How do written assignments address the GE category expected learning outcomes?

The writing assignments are process-based and deliberately invested in students learning to read carefully and express their ideas effectively.

- Paper One will focus on the rhetorical appeals. Students will select an essay and analyze the effectiveness of the writer's use of the rhetorical appeals. Paper length: 3-4 pages.
- Paper Two will focus on students' ability to construct an argument related to one of the debates studied. Specific attention will be paid to students' ability to construct a narrow and forceful argument that is supported by effective refuting and conceding. For this paper, historical research for social and political context of the debate will be necessary for a solid understanding of context, but no sources beyond the book should be necessary to form the argument. Paper length: 4-5 pages.
- Paper Three will be a challenge, as students will select a debate topic and write two (2) short papers. Each paper will be for or "pro" which means students will inevitably argue in one paper for a position they do not in fact hold. This is an important exercise in argumentation, as it will assist students in privileging *reason* or *logos* in their arguments over *emotional feeling* or *pathos*, as well as continue to hone refuting and conceding skills.

e) Does the course build on the fundamentals of the First Writing Course?

This course builds on the fundamentals of the first writing course by revisiting the rhetorical appeals and focusing heavily on how argumentation was used to address the social, cultural, political, and economic plights of African Americans in the United States from slavery to the present. As in the first writing course, students will continue to approach writing as a process, honing and further developing their rhetorical skills and also further developing such basic writing skills as sentence structure, organization, and citation methods.

f) How does the course incorporate topics and writings related to the United States?

The course focuses on African Americans and a variety of debates related to the African American experience in the United States. Consequently, the writing assignments do the same.

g) Is an appropriate text, writing manual, or other resource about pedagogy of effective communication being used in the course?

Yes, Andrea Lunsford's *EasyWriter* is the assigned writing manual and will be used as a resource for any gaps between the first year and second year writing course.

h) In what ways does this course give students the opportunity to receive feedback on their writing and oral communication and revise their communications in light of this feedback?

Students will write three papers. Each paper will be workshopped through peer reviews prior to submitting a final draft to the instructor. Students will have the opportunity to revise each paper to improve their writing skills as well as earn a higher grade; revised papers are due one week from receiving feedback and grade.

GE Assessment Plan

a) Description of the specific methods the faculty will use to demonstrate that the aggregate of their students are achieving the goals and expected learning outcomes of this GE category.

Instructors will use direct measures of student achievement through evaluation of how effectively the papers employ rhetorical strategies, demonstrate a solid grasp of the issue/debate, and present arguments in an organized manner through succinct prose. Less direct measures include assessing how engaged students are in class, as well as how closely they have read the course material which can be demonstrated through their ability or inability to identify specific passages in written texts. An additional method is assessing the student's ability to make connections between material covered in different sections of the course.

b) Explanation of the level of student achievement expected.

Students are expected to attend class regularly and to be actively engaged in discussion. It is expected that all assigned course material for the day will have been read and students will have, in some manner, recorded their ideas and questions to share with the class. Students are expected to complete all assignments and to follow directions. A measure of success on the papers will be if no more than 15% of the enrolled students receive a grade lower than C-.

c) What will the faculty define as "success" in terms of student achievement of learning outcomes?

Instructors will consider student achievement "successful" if at least 85% of students are able to employ the rules of argumentation learned in order to critically and analytically construct a compelling argument.

d) Description of follow-up/feedback process.

The instructor will collect and assess all data generated from written assignments, class participation, SEI data, and discursive course evaluations in order to record them and make results available to future instructors of the course. Any necessary or recommended adjustments to better meet the Goals and ELOs will be noted and archived for future instructors.

**AAAS 2367.02 Assessment Plan
[Writing and Communication]**

GE Expected Learning Outcomes	Methods of Assessment *Direct are required; indirect are encouraged.	Level of student Achievement expected for the ELO.	What is the process that will be used to review the data and potentially change the course to improve student learning of ELOs?
Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.	<p>In class discussions, as well as small group discussions of texts.</p> <p>Oral presentation that identifies the main issue and secondary issue(s) of a debate, as well as the key players.</p> <p>Written paper that analyzes a writer's use of rhetorical appeals.</p>	<p>90% of students expected to participate in peer writing evaluations and discussions and will be assessed on the 3-point scale below.</p> <ol style="list-style-type: none"> 1. Advanced comprehension demonstrated through consistent thoughtful analysis of the text. 2. Intermediate comprehension demonstrated through periodic thoughtful analysis of the text. 3. Novice comprehension resulting in infrequent thoughtful analysis of the text. 	<p>Students will complete a brief written self-evaluation at the beginning and end of the course assessing their perception of their analytical and writing skills.</p> <p>Instructors will administer a short passage explication at the beginning and end of term.</p>
Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.	<p>Digital presentation that expands a debate beyond the specific context studied in class.</p> <p>Written paper that critically analyzes</p>	<p>80% of students expected to perform satisfactorily or above on the 5-point scale below.</p> <ol style="list-style-type: none"> 1. Excellent critical analysis supported by strong engagement with 	<p>In class discussions will provide data about which assignments they fill most and least prepared to complete. If the majority of students</p>

	opposing viewpoints.	<p>text</p> <ol style="list-style-type: none"> 2. Good critical analysis 3. Satisfactory critical analysis 4. Limited critical analysis; heavy reliance on summary. 5. Absent critical analysis; entirely summative. 	find a particular text or assignment too complicated, its future inclusion will be reconsidered.
Students access and use information critically and analytically.	A rhetorical analysis paper based on research of the historical, social, and political context of a debate will enable evaluation of students' ability to identify relevant information and incorporate it into their arguments.	<p>90% of students expected to identify and incorporate compelling evidence into their analysis and will be evaluated on the 4-point scale below.</p> <ol style="list-style-type: none"> 1. Demonstrates superior ability to identify compelling sources and articulate how they prove argumentative claims. 2. Demonstrates advanced abilities to access research materials and incorporate them into an argument to support claims. 3. Demonstrates an intermediate ability to conduct research but does not always select the best evidence and does not consistently articulate how the evidence proves the claims. 	At the beginning and end of course the instructor will request verbal feedback on students perception of their ability to both make and analyze arguments.

		4. Novice abilities reflect a lack of research and an ability to prove claims due to lack of evidence and/or poorly constructed arguments.	
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