



4 February 2018

To whom it may concern,

With this cover letter, the Department of African American and African Studies (AAAS) presents documents pertaining to the **revision of the major degree program in AAAS**. This revision is motivated by:

- a desire to make modest increases in majors over the past few years more robust and sustaining, following several years of declining major numbers;
- an observed need to streamline the proposed course of study in order to facilitate access to and progress through the major;
- a related observation that we have an increasing number of prospective double majors, people wishing to combine AAAS with another course of study, whom we hope to recruit with a more accessible and coherent major; and
- an interest in updating our major course requirements to account for current scholarship in the discipline and better reflect and support our stated program goals.

The following items are included in this major program revision proposal:

1. Document explaining the requested changes to the major degree program in AAAS (including reference to relevant assessment data and possible impact on student enrollment)
2. Sample assessment documents for the revised major degree program in AAAS
3. Current and revised curriculum maps for the major degree program in AAAS
4. Current and revised semester major forms for the major degree program in AAAS

Revisions to the major degree program in AAAS were voted on and approved by the AAAS faculty during the 6 November 2017 faculty meeting.

Please do not hesitate to contact me if you have any questions or concerns pertaining to the proposed revision.

Sincerely,

Ryan Skinner, Associate Professor

Director of Undergraduate Studies

African American and African Studies

This is a **revision of the existing major in African American and African Studies**

### **1. General Information**

This is a revision of the existing major in African American and African Studies. Its name is African American and African Studies. Students will receive a BA in African American and African Studies. The proposed implementation is July 1, 2018, or beginning of AU 18 semester (whichever is appropriate). The academic units responsible for administering the program are the Department of African American and African Studies and the College of Arts & Sciences.

### **2. Description of the Major in Catalogue Style**

The African American and African studies (AAAS) major teaches students about the social, cultural political, economic, historical, and intellectual experiences of Africans and their descendants throughout the world. This field of study encourages students to critically examine the role of race in society through a variety of disciplines and from an intersectional perspective, emphasizing how race relates to class, gender, nationality, ethnicity, and ideologies on a global scale. This major prepares students for multiple career paths, whether in higher education, law, public health, urban planning, social work, corporations, or any number of fields that stand to benefit from the knowledge acquired in AAAS.

### **3. Explanation of Requested Changes and Rationale to the Major Curriculum**

As stated in the cover letter, this revision to the major in African American and African Studies is motivated by several factors:

- a desire to make modest increases in majors over the past few years more robust and sustaining, following several years of declining major numbers;
- an observed need to streamline the proposed course of study in order to facilitate access to and progress through the major;
- a related observation that we have an increasing number of prospective double majors, people wishing to combine AAAS with another course of study, whom we hope to recruit with a more accessible and coherent major; and
- an interest in updating our major course requirements to account for current scholarship in the discipline and better reflect and support our stated program goals.

To address these motivating factors, the faculty of the Department of African American and African Studies has agreed to the following proposed changes to the current major program:

**1. Lowering the overall credit hour requirement for the major from 36 to 30.**

The rationale for this change is to make the major more manageable and attractive to prospective students, particularly those wishing to double major.

**2. Elimination of the “capstone seminar” (AAAS 4998)** listed under “Part A” of the current major advising sheet. This course has never been offered, in part due to difficulty staffing the course, but also as a result of course scheduling pressures arising from a significantly reduced faculty size and deployment.

**3. Inclusion of AAAS 4921 (“Intersections”) as a fourth course requirement** under the category “core courses.” Our current major advising sheet states that students may take either AAAS 3340 (“Theorizing Race”) or 4921. In this proposed revision, both courses would be required, reflecting the importance of critical race and intersectional studies to the current discipline. This would also strengthen one of our program learning goals (“Goal B”), to “identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African-descended peoples.”

**4. Elimination of the four “cognate areas”** listed under “Part B” of the current major advising sheet. These are: 1) Representation & Performance; 2) Social Issues, Community Development, & Public Service; 3) Histories, Cultures, Languages, & Literatures; and 4) Race, Ethnicity, Gender, & Sexuality. The rationale for this change is twofold. First, feedback from our undergraduate advisors indicates that these “cognate areas” are very difficult explain to our students. It is challenging to help students understand the meaning of these categories and their import to the major. Second, only one “cognate area” (Histories, Cultures, Languages, and Literatures) can currently be serviced by existing course offerings, and only if the student begins this coursework as a freshman. In short, the “cognate areas” are both confusing and nearly impossible to fulfill as degree requirements. Eliminating these would make the major much more dynamic and flexible and would mitigate the challenge of adjusting our curriculum to changes in faculty and course offerings over time.

5. Eliminating the “cognate areas” would further necessitate **a revision to our listed goals in the TracDat assessment software.** Currently, there is a discrepancy between the “Goal A” listed in TracDat and in our Curriculum Map. The TracDat listing for the first goal (Goal A) reads: “AAAS majors will demonstrate an in-depth knowledge and mastery of substantive information relevant to one area of concentration (African American, African or Diaspora) and an understanding of the interdependent black world.” The Curriculum Map listing for first goal (Goal A) reads: “Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African World.” The TracDat’s reference to an “area of concentration” reflects the

existing emphasis on “cognate areas,” and should be amended to better match the proposed major revisions. Thus, we propose replacing the current TracDat listing with the current Curriculum Map listing.

**6. Elimination of the “breadth” requirement** listed under “Part C” of the current major advising sheet. The rationale for this change is similar to those motivating the elimination of “cognate areas.” Namely, our undergraduate advisors struggle to explain this language (“cognate areas,” “breadth”) to our current and prospective students, creating an unnecessary impediment to their access to and progress through the major. Further, because many of our majors declare in the sophomore or junior years, the six additional credit hours required under this category (“breadth”) adds what the faculty has determined to be an excessive burden on our advanced students (juniors and seniors) working toward the completion of their degree. Further, our undergraduate advising suggests that these additional credit hours dissuade potential majors from pursuing the degree (see item #1 above).

7. In place of these categories (“cognate areas” and “breadth”), our current proposal would require **18 credit hours of more simply defined “elective courses”** beyond the required 12 credit hours of “core courses.” Of these 18 credit hours, 9 would be required at the 4000-level to ensure rigorous advanced study within the discipline. The remaining 9 credit hours must be 2000-level or above. In total, this revised major degree program would require a total of 12 hours of coursework at the 4000-level (including AAAS 4921, one of the “core courses”) to ensure broad and rigorous exposure to the rich interdisciplinarity of African American and African Studies. We believe that this curricular change would further strengthen one of our program’s learning goals (“Goal C”), to “implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.”

With these changes implemented, our **new major degree program in AAAS** would appear as follows:

Core Courses (four required courses, 12 credit hours)

- 2201 Major Readings in African American and African Studies
- 3310 Global Perspectives on the African Diaspora
- 3440 Theorizing Race
- 4921 Intersections

Elective Courses (six elective courses, 18 credit hours)

- Of the 18 credit hours, 9 (or three courses) must be at the 4000-level
- The remaining 9 credit hours must be 2000-level or above

*Total: ten courses (30 credit hours)*

#### 4. Assessment Data: Current Problems and Proposed Revisions

In preparing this proposal, the AAAS Undergraduate Studies Committee consulted departmental Program Coordinator Mollie Workman and Academic Advisor Nadia Barksdale. They were asked to provide any relevant assessment data that would serve as an impetus for this proposal. Their responses (included below) indicate that **such data is largely lacking**, due in large part to the curricular issues this proposal seeks to rectify. This is what they wrote:

Nadia Barksdale (Academic Advisor, AAAS):

“As the academic advisor for students majoring in African American and African Studies, it is my job to help students apply for graduation. Part of this process involves making sure that their Degree Audit Report (DARS) runs properly. For a student majoring in AFAMAST, the DARS will not ever run complete, despite the fact that the student has completed all requirements for graduation. Any graduating senior with 36 hours in the major and 15 of those hours at the 4000-level or above will still face an incomplete audit due to the fact that the department states AFAMAST 4998 as a requirement, despite the fact that the department does not offer this course and has not done so for years. The department also asks the students to select a concentration area, but does not offer enough classes to complete any concentration area besides “Histories, Cultures, Languages, and Literatures” – and to even complete that concentration area, a student would still be at the mercy of course offerings semester to semester. Because of these issues, I make DARS exceptions for every student graduating with a major in AFAMAST, even if they do have the proper number of hours and rigor across their curriculum.”

Mollie Workman (Program Coordinator, AAAS):

“We have not been able to complete our major assessment for several years due to the assessment being based on a portfolio that was never collected in the 4998 course that was never offered. The new program would allow us to start using an assessment plan that we will be able to enact.”

Thus, in addition to the curriculum changes in this proposal, we are also proposing a **revision of our major assessment plan**. The new major assessment plan includes the following points, including two direct and two indirect measures:

- Direct course assessment of 1) the major’s introductory course (AAAS 2201: Major Readings) and 2) an advanced core course (AAAS 3440: Theorizing Race). Another advanced core course we could assess is “Intersections” (AAAS 4921). However, because this course is cross-listed with, and often taught by faculty in Comparative Studies, it makes more sense for us to assess AAAS 3440, which is housed entirely in our program.
- Indirect discursive evaluation of our core courses
- Indirect exit interview with graduating majors, using an online qualtrics survey

Attached to this application are: 1) the two direct assessment rubrics for AAAS 2201 and 3440; 2) a discursive evaluation script for AAAS 2201; and 3) a sample exit interview script.

We believe that these changes to our major assessment plan will have **an immediate positive effect on our ability to assess our students' experience of and progress within our major degree program**--practices which we have been hindered in effectively completing in recent years because of the difficulty in administering our existing assessment rubrics.

### **5. Possible Impact on Student Enrollment**

As addressed in the proposed changes above, the primary goal of these revisions is to **increase the number of majors in African American and African Studies**. While we have seen a modest increase in majors in recent years, this follows a period of significant decline, and we are still well below the number our program enjoyed a decade prior. With room to grow, we hope that these revisions will create a more flexible, dynamic, and attractive major, and bring more students into the fold of African American and African Studies at the Ohio State University.

**MAJOR PROGRAM FORM (current)**  
**Department of African American & African Studies**

Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Mailing Address \_\_\_\_\_

City/ST/Zip \_\_\_\_\_

Email \_\_\_\_\_ Home Phone \_\_\_\_\_ Mobile \_\_\_\_\_

OSU ID # \_\_\_\_\_

College of Enrollment \_\_\_\_\_ Additional Major(s) \_\_\_\_\_

Minor(s) \_\_\_\_\_ Projected Date of Graduation \_\_\_\_\_

Have you filed a degree application in the College of Arts and Sciences office? Yes \_\_\_\_\_ No \_\_\_\_\_

ASC Honors:  Contract Honors Advisor \_\_\_\_\_

Thesis Thesis Advisor \_\_\_\_\_

Instructions: A minimum grade of C- is required for all courses taken within the Major. Minimum grade average of C (2.00) is required for graduation. Enter all earned grades below. Current semester courses should be listed as "IP" (in progress).

Part A. Core Requirements – 12 credit hours

Current Rank \_\_\_\_\_ Date \_\_\_\_\_

Course #	Credit Hours	Projected Semester	Actual Semester	Grade	Notes
AAAS 2201	3				Formerly 200/201
AAAS 3310	3				Formerly 310
AAAS 3440 or 4921	3				Formerly 595 and 545
AAAS 4998	3				

Part B. Cognate Area – 18 credit hours from one of the Cognate Areas selected below; a minimum of 12 hours at the 4000-level and above

- Check only one: \_\_\_\_\_ Representation & Performance  
 \_\_\_\_\_ Social Issues, Community Development, & Public Service  
 \_\_\_\_\_ Histories, Cultures, Languages, & Literatures  
 \_\_\_\_\_ Race, Ethnicity, Gender, & Sexuality

Course #	Credit Hours	Projected Semester	Actual Semester	Grade	Notes





**MAJOR PROGRAM FORM (proposed)**  
**Department of African American and African Studies**

Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Mailing Address \_\_\_\_\_

City/ST/Zip \_\_\_\_\_

Email \_\_\_\_\_ Home Phone \_\_\_\_\_ Mobile \_\_\_\_\_

OSU ID # \_\_\_\_\_

College of Enrollment \_\_\_\_\_ Additional Major(s) \_\_\_\_\_

Minor(s) \_\_\_\_\_ Projected Date of Graduation \_\_\_\_\_

Have you filed a degree application in the College of Arts and Sciences office? Yes \_\_\_\_\_ No \_\_\_\_\_

ASC Honors:  Contract Honors Advisor \_\_\_\_\_

Thesis Thesis Advisor \_\_\_\_\_

Instructions: A minimum grade of C- is required for all courses taken within the Major. Minimum grade average of C (2.00) is required for graduation. Enter all earned grades below. Current semester courses should be listed as "IP" (in progress).

Part A. Core Courses – 12 credit hours

Current Rank \_\_\_\_\_ Date \_\_\_\_\_

Course #	Credit Hours	Projected Semester	Actual Semester	Grade	Notes
AAAS 2201	3				
AAAS 3310	3				
AAAS 3440	3				
AAAS 4921	3				

Part B. Elective Courses – Of the 18 credit hours, 9 (or three courses) must be at the 4000-level. The remaining 9 credit hours must be 2000-level or above

Course #	Credit Hours	Projected Semester	Actual Semester	Grade	Notes

MAJOR PROGRAM FORM (proposed)  
Department of African American and African Studies

Total Hours Completed: \_\_\_\_\_

Original

Revision

Update

Faculty Adviser Comment Section:

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_____ Name of Student (Print)	_____ Date	_____ Signature of Student	_____ Date
_____ Name of Faculty Adviser (Print)	_____ Date	_____ Signature of Faculty Adviser	_____ Date

## **Program Learning Goals**

African American and African Studies (AAAS)

**Goal A:** Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African World.

**Goal B:** Identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African-descended peoples.

**Goal C:** Implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.

	<b><i>Program Learning Goals</i></b>		
	<b>Goal A:</b> Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, Conditions, and transformations evident throughout the African World.	<b>Goal B:</b> Identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African-descended peoples.	<b>Goal C:</b> Implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.
<b><i>Core Courses</i></b>			
<b>2201</b>	Beginning	Intermediate	
<b>3310</b>	Intermediate	intermediate	
<b>3440</b>	Intermediate	Advanced	Beginning
<b>4921</b>	Intermediate	Advanced	Intermediate
<b>4788</b>	Intermediate	Intermediate	Advanced
<b>Representation and Performance Cognate Area Courses</b>			
<b>2251</b>	Beginning		
<b>2253</b>	Beginning		
<b>2281</b>	Beginning		
<b>2270</b>	Beginning	Beginning	
<b>2288</b>	beginning	Beginning	
<b>3342H</b>	Intermediate		
<b>3451</b>	Intermediate		
<b>3376</b>	Intermediate		
<b>4378</b>	Advanced		
<b>4460</b>	Advanced		Intermediate
<b>4551</b>	Advanced		Intermediate
<b>4571</b>	Advanced		Intermediate
<b>4582</b>	Advanced		Intermediate
<b>4584H</b>	Advanced		Intermediate
<b>Social Issues, Community Development, &amp; Public Service Cognate Area Courses</b>			

CURRENT

2218	beginning		
2261	beginning	beginning	
2290	beginning	beginning	
2291	beginning	beginning	
2327	beginning		
3230	Intermediate	Intermediate	
3361	Intermediate	Intermediate	
3440	Intermediate	Advanced	Beginning
4504	Advanced	Intermediate	Intermediate
4561	Advanced		Intermediate
4570	Advanced		Intermediate
4921	Intermediate	Advanced	Intermediate
5189S		Intermediate	Advanced
<b>Histories, Cultures, Languages, &amp; Literatures Cognate Area Courses</b>			
2367.01	Beginning		Beginning
2367.02		Beginning	
2251	Beginning		
2253	Beginning		
2281	Beginning		
3342H	Intermediate		
3376	Intermediate		
3451	Intermediate		
4452	Advanced		Intermediate
4453	Advanced		Intermediate
4460	Advanced		Intermediate
4551	Advanced		Intermediate
4527	Advanced	Intermediate	Intermediate
4571	Advanced		Intermediate
4584H	Advanced		Intermediate
5485.01	Advanced		Intermediate
5485.02	Advanced		Intermediate
5798	Advanced		Intermediate
<b>Race, Ethnicity, Gender, &amp; Sexuality Cognate Area Courses</b>			
2367.02		Beginning	Beginning
2261	Beginning	Beginning	
2291	Beginning	Beginning	
2243	Beginning	Beginning	

CURRENT

<b>3230</b>	Intermediate	Intermediate	
<b>4527</b>	Advanced	Intermediate	Intermediate
<b>4535</b>	Advanced	Advanced	Intermediate
<b>4921</b>	Intermediate	Advanced	Intermediate
<b>3440</b>	Intermediate	Advanced	Beginning

PROPOSED

<b>Program Learning Goals</b>			
	<b>Goal A:</b> Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African World.	<b>Goal B:</b> Identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African-descended peoples.	<b>Goal C:</b> Implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.
<b>Core Courses</b>			
2201	Beginning	Intermediate	
3310	Intermediate	Intermediate	
3440	Intermediate	Advanced	Beginning
4921	Intermediate	Advanced	Intermediate
<b>Elective Courses</b>			
<b>2000-Level (Max of 3 courses)</b>	Beginning	Beginning	Beginning
<b>3000- Level (Max of 3 courses)</b>	Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate
<b>4000-Level</b>	Advanced	Advanced	Advanced
<b>5000-Level</b>	Advanced	Advanced	Advanced

## RATING OF AAAS 2201 FINAL PAPERS

Paper # \_\_\_\_\_ Reviewer \_\_\_\_\_ Date Reviewed \_\_\_\_\_

This scoring rubric is designed to help instructors assess how well students are meeting **AAAS Program Learning Goals**, as evidenced by the final paper assignment for “Major Readings in AAAS” (AAAS 2201). Please rate each criterion with a score of 1 through 4, 1 indicating the criterion was not met and 2 through 4 indicating increasing levels of accomplishment.

**Student will be able to “demonstrate an understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African World.” (Program Learning Goal “A”)**

(1) NO	(2) BASIC	(3) INTERMEDIATE	(4) ADVANCED
Shows no comprehension of formations, connections, conditions, and transformations (of whatever kind) in the African World	Shows comprehension of relevant formations, connections, conditions, and transformations in the African World	Shows comprehension of relevant formations, connections, conditions, and transformations in the African World; analyzes topics and ideas that exemplify such contextual knowledge in AAAS	Shows comprehension of relevant formations, connections, conditions, and transformations in the African World; applies, analyzes, and evaluates topics and ideas that exemplify such contextual knowledge in AAAS

**Student will be able to “identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African-descended peoples.” (Program Learning Goal “B”)**

(1) NO	(2) BASIC	(3) INTERMEDIATE	(4) ADVANCED
Demonstrates no meaningful appreciation for or engagement with intersectionality as a method of study in AAAS	Recognizes intersectionality as a method of study in AAAS, but does not meaningfully apply intersectional thinking to research	Recognizes and modestly engages with intersectional perspectives in analysis of topics and ideas pertinent to current AAAS	Demonstrates robust and sustained application of intersectional methods when analyzing and evaluating topics and ideas pertinent to current AAAS

**Student will be able to “implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.” (Program Learning Goal “C”)**

(1) NO	(2) BASIC	(3) INTERMEDIATE	(4) ADVANCED
Does not engage with various disciplines or understand current AAAS as interdisciplinary	Recognizes various disciplines that inform current AAAS, but does not meaningfully articulate them or apply their perspectives	Recognizes and modestly engages with a variety of disciplinary perspectives that inform current AAAS	Applies and synthesizes various disciplinary perspectives that inform current AAAS through robust and sustained analysis

**Comments:**



## RATING OF AAAS 3440 FINAL PAPERS

Paper # \_\_\_\_\_ Reviewer \_\_\_\_\_ Date Reviewed \_\_\_\_\_

This scoring rubric is designed to help instructors assess how well students are meeting **AAAS Program Learning Goals**, as evidenced by the final paper assignment for “Theorizing Race” (AAAS 3440). Please rate each criterion with a score of 1 through 4, 1 indicating the criterion was not met and 2 through 4 indicating increasing levels of accomplishment.

**Student will be able to “demonstrate an understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African World.” (Program Learning Goal “A”)**

(1) NO	(2) BASIC	(3) INTERMEDIATE	(4) ADVANCED
Shows no comprehension of formations, connections, conditions, and transformations (of whatever kind) in the African World	Shows comprehension of relevant formations, connections, conditions, and transformations in the African World	Shows comprehension of relevant formations, connections, conditions, and transformations in the African World; analyzes topics and ideas that exemplify such contextual knowledge in AAAS	Shows comprehension of relevant formations, connections, conditions, and transformations in the African World; applies, analyzes, and evaluates topics and ideas that exemplify such contextual knowledge in AAAS

**Student will be able to “identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African-descended peoples.” (Program Learning Goal “B”)**

(1) NO	(2) BASIC	(3) INTERMEDIATE	(4) ADVANCED
Demonstrates no meaningful appreciation for or engagement with intersectionality as a method of study in AAAS	Recognizes intersectionality as a method of study in AAAS, but does not meaningfully apply intersectional thinking to research	Recognizes and modestly engages with intersectional perspectives in analysis of topics and ideas pertinent to current AAAS	Demonstrates robust and sustained application of intersectional methods when analyzing and evaluating topics and ideas pertinent to current AAAS

**Student will be able to “implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.” (Program Learning Goal “C”)**

(1) NO	(2) BASIC	(3) INTERMEDIATE	(4) ADVANCED
Does not engage with various disciplines or understand current AAAS as interdisciplinary	Recognizes various disciplines that inform current AAAS, but does not meaningfully articulate them or apply their perspectives	Recognizes and modestly engages with a variety of disciplinary perspectives that inform current AAAS	Applies and synthesizes various disciplinary perspectives that inform current AAAS through robust and sustained analysis

**Comments:**

Discursive Program Evaluation

**“Major Readings in African American and African Studies” (AAAS 2201)**

Are you taking this course as a core requirement for the AAAS major or minor? \_\_\_\_\_

If so, which? \_\_\_\_\_

Below is a list of **Program Learning Goals in African American and African Studies**. As a required course in the AAAS major and minor degree programs, 2201 is designed to support these goals. Please read the list carefully and then indicate how well each learned goal was met based on your experience, using a **scale of 1 (Not Well) to 5 (Very Well)**. Please also provide a **brief explanation** after your rating.

**Goal A:** “Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African World.”

To what extent did this course support this AAAS learning goal? In your explanation, you may elaborate on how the course did (or did not) support this goal.

Rating:            Explanation:  
\_\_\_\_\_

**Goal B:** “Identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African-descended peoples.”

To what extent did this course support this AAAS learning goal? In your explanation, you may elaborate on how the course did (or did not) support this goal.

Rating:            Explanation:  
\_\_\_\_\_

**Goal C:** “Implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.”

To what extent did this course support this AAAS learning goal? In your explanation, you may elaborate on how the course did (or did not) support this goal.

Rating:            Explanation:  
\_\_\_\_\_

**OSU Department of African American and African Studies  
Survey of Graduating Students**

1. How many years did it take you to complete your BA degree?
2. During which year of college did you decide on AAAS as your major? Why did you first decide to choose it?
3. What additional majors or minors did you complete?
4. Outside of coursework, what other AAAS activities were you a part of (brownbag lectures, field trips, campus events, work study, etc.)?
5. How helpful did you find the core courses for the major – Major Readings (2201), Global Perspective (3310), Theorizing Race (3440), and Intersections (4921)? What do you feel like you learned from these courses? Do you have any suggestions for their improvement, or for other courses that you think should be required for the major?
6. What subject areas (conceptual issues, areas or regions, historical periods) do you wish had been included more in departmental course offerings? Put another way, if we could hire other faculty members to teach in our department, what subjects would you have been interested in learning more about?
7. What would be your dream/preferred employment after graduating? Do you plan on pursuing a career related to AAAS, either now or in the future? Do you have any more feedback about how AAAS has impacted your possible career goals?
8. How often did you meet with your academic advisor and/or program coordinator in AAAS? How helpful were these meetings?
9. Can you explain how the AAAS major has shaped your intellectual development? What new perspectives do you feel like it opened up for you?
10. On a scale of 1 (poor) to 5 (excellent), how would you rate your overall educational experience in AAAS at OSU?
11. Is there anything else you would like to tell us about your experience in AAAS at OSU?

**Major in African American and African  
Studies  
Sample Graduation Plan**



**THE OHIO STATE  
UNIVERSITY**

**Freshman  
Year**

<b>Autumn Semester</b>	<b>Spring Semester</b>
GE First Year Writing Course (3)	GE Natural Science with Lab (4/5)
GE Mathematical & Logical Analysis (3/4/5)	GE Culture and Ideas (3)
GE Social Science (3)	Foreign Language 1101 (4)
GE Visual/Performing Arts (3)	AFAMAST 2201 (3)
Arts and Sciences Survey Course (1)	Elective (3)
(13/14/15)	(17/18)

**Sophomore  
Year**

<b>Autumn Semester</b>	<b>Spring Semester</b>
Second Writing Course (3)	GE Literature* (3)
Elective (3)	Foreign Language 1103* (4)
Foreign Language 1102* (4)	Elective (3)
GE Natural Science* (3/4/5)	AFAMAST 3440 (3)
AFAMAST 3310 (3)	AFAMAST Elective (3)
(16/17/18)	(16)

**Junior  
Year**

<b>Autumn Semester</b>	<b>Spring Semester</b>
GE Social Science (3)	AFAMAST 4921 (3)
AFAMAST Elective (3)	AFAMAST Elective ( 4000 Level or above) (3)
AFAMAST Elective (3)	Elective
GE Data Analysis (3)	GE Natural Science (3)
Elective (3)	Elective (3)
(15)	(15)

**Senior Year**

<b>Autumn Semester</b>	<b>Spring Semester</b>
Elective (3)	Elective (3)
AFAMAST Elective (4000 Level or above) (3)	GE Open Option Elective (3)
GE Historical Study (3)	AFAMAST Elective (4000 Level or above) (3)
GE Open Option Elective (3)	Elective (3)
Elective (3)	Elective (3)
(15)	(15)