

Term Information

Effective Term Autumn 2018
Previous Value Summer 2012

Course Change Information

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

Addition of two GE categories: Diversity (Social Diversity in the U.S.) and Visual and Performing arts

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

Addition of GEs may boost enrollment in this course and perhaps attract students to the AAAS major and minor degree programs

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

There is the potential to attract more majors and minors to AAAS by boosting enrollment in this course

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	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	2270
Course Title	Introduction to Black Popular Culture
Transcript Abbreviation	Intro Blck Pop Clt
Course Description	A critical analysis of the commodity production and consumption of black popular culture products, such as fashion, film, urban fiction, music, vernacular expression, television and advertising.
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	Sometimes
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

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

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

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- This course equips students with tools to read popular cultural texts and consider how texts promote and/or reproduce cultural beliefs and values. The goal of this course is to help students to understand popular culture as more than entertainment.

Previous Value

Content Topic List

- Representation and performance
- Popular culture
- Expressive culture
- Music
- Film
- Popular literature

Sought Concurrence

No

Attachments

- AAAS_2270_Syllabus_Update.pdf: Course Syllabus
(Syllabus. Owner: Skinner,Ryan Thomas)
- AAAS_2270_GE_Rationale_Update.pdf: GE Rationale
(Other Supporting Documentation. Owner: Skinner,Ryan Thomas)
- AAAS_2270_GE_Assessments_Update.pdf: GE Assessment
(GEC Course Assessment Plan. Owner: Skinner,Ryan Thomas)

Comments

COURSE CHANGE REQUEST
2270 - Status: PENDING

Last Updated: Heysel, Garrett Robert
04/25/2018

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Skinner, Ryan Thomas	04/25/2018 03:31 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	04/25/2018 03:31 PM	Unit Approval
Approved	Heysel, Garrett Robert	04/25/2018 07:43 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	04/25/2018 07:43 PM	ASCCAO Approval

AAAS 2270: Introduction to Black Popular Culture

GE: Diversity (Social Diversity in the U.S.), Visual and Performing Arts

Instructor:

Office:

Phone:

Office Hours:

Email:

Course Description:

This course equips students with the tools to read critically black popular cultural texts and consider how the texts promote and/or reproduce cultural beliefs and values. The ultimate goal of this course is to help students to understand popular culture as more than mere entertainment. It encourages them to recognize the popular as a fruitful space for reading how conceptions and performances of race are promoted and/or reproduced in these popular spaces. The course examines theoretical texts that will assist students in “reading” popular culture, with attention given to specific forms: television, humor/comedy/folklore, music, film and literature.

GE Goals and Expected Learning Outcomes:

Diversity (Social Diversity in the United States)

Goals:

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

Expected Learning Outcomes:

1. Students describe and evaluated 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.
 - a. This course is centered on this critical study of race in the United States. In particular it draws attention to the experience and expressions of African Americans and attends to the unique and frequently creative contributions of this community to the diverse social and cultural landscape of the United States. Description and evaluation of such contributions will be a regular part of class discussions and in-class evaluations (quizzes, oral presentations, and tests).
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

- a. Critical analysis of race, the black experience, and African American cultural expression will be combined with robust discussion of and reflection on the implications of these factors in the lives of students in the classroom. It is anticipated that such discussion and reflection will contribute to a more sensitive evaluation and thoughtful understanding of race in American society.

Visual and Performing Arts

Goals:

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

Expected Learning Outcomes:

1. Students analyze, appreciate, and interpret significant works of art.
 - a. This course includes multiple examples of black visual and performance culture, particularly as produced and expressed on television and film, and in music. Analysis, appreciation, and interpretation of these works will be a regular part of class discussions and in-class evaluations (quizzes, oral presentations, and tests).
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.
 - a. Black cultural studies has long emphasized the study of “the popular arts” as a way of elucidating the black experience globally. This course is rooted in this scholarly tradition, providing a disciplinary framework for the study of black popular culture—and the visual and performing arts more specifically—in the United States.

What I expect from you:

- that you will read and complete all assignments before class time and you will do your own work and will not copy other students’ papers.
- that you will attend class regularly and be on time
- that you will meet with me for conferences on the day and at the time of your appointment
- that you will participate in class discussions and challenge materials presented to the best of your ability
- that you will discuss with me any problems you have understanding the materials or assignments
- that you will help to create a sense of classroom community and engage freely in collaborative activities

What you may expect from me:

- that I will come to class prepared to discuss the reading assignments with you
- that I will give assignments based on the materials appropriated for the class
- that I will encourage your questions, respond appropriately, and challenge you to think critically
- that I will have effective conferences with you
- that I will make AAAS 2270 interesting and enjoyable so that the class will remain a memorable and fulfilling experience in African American Studies

Course Requirements:

1. Reading assignments from the required texts. These must be completed before the class period for which they are assigned. Your reading of the texts and understanding of these assignments will be evaluated in class by written responses on the reading, oral presentations, and pop quizzes. This will count for 40% of the grade. There will be two extra credit assignments during the course of the quarter that you can substitute for missed assignments. Other than the two extra credit assignments-a missed assignment will be marked as a zero.
2. Three hourly tests count for 60% (20% each) of the grade.

Required Reading:

All of your reading assignments have been assembled in a course pack, which may be purchased as the University bookstore.

Grading:

A= 100-93, A- = 92-90, B+ = 89-87, B= 86-84, B- 83-80 C+ = 79-77, C = 76-74 C- 73-70, D+ = 69-67, D= 66-65 E = 64-0

University Policies:

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 <http://studentlife.osu.edu/csc/>.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Schedule:

Introduction

Week 1 *Ethnic Notions* (Documentary)
 "Popular Culture" from *Key Concepts in Cultural Theory*

Foundations and Theories

Week 2 Stuart Hall, "What is the Black in Black Popular Culture" in Gina Dent, ed. *Black Popular Culture*, 21-33.
 W.E.B. DuBois, "The Problem of Amusement," in *W.E.B. DuBois on Sociology and the Black Community*, 226-237.
 Dominic Strinati, "The Frankfurt School and the Culture Industry," in *An Introduction to Theories of Popular Culture*, 45-67.
 Ellis Cashmore, "Introduction" from *The Black Culture Industry*, 1-11.

Watching Race: Television

Week 3 *Color Adjustments*, Essex Hemphill (documentary)
 Mark Anthony Neal, *Soul Babies: Black Popular Culture and the Post-Soul Aesthetics*, 1-22 and 99-130 (accompanied by sitcom clips)

Week 4 Herman Gray, "The Politics of Representation in Network Television" in *Watching Race: Television and the Struggle for Blackness*, 70-92 (accompanied by sitcom clips)

Christine Acham, *Revolution Televised: Prime Time and the Struggle for Black Power*, 1-23 and 85-109.

Consuming Blackness: Black Humor and the Folk

Week 5 Zora Neale Hurston, *Mules and Men*.

Henry Louis Gates, Jr., *The Signifying Monkey: A Theory of Afro-American Literary Criticism*, 3-43 and 170-216.

Test One

Week 6 Bambi Haggins, *Laughing Mad: The Black Comic Persona in Post-Soul America*, 178-236 (accompanied by Richard Pryor and Dave Chapelle clips)

Nancy C. Cornwell and Mark P. Orbe, "Keepin' It Real" and/or "Sellin' Out to the Man: African-American Responses to Aaron McGruder's *The Boondocks*" in Robin Means Coleman, ed. *Say It Loud!: African American Audiences, Media and Identity*, 27-43 (accompanied by clips)

Sounds of Blackness: Black Popular Music

Week 7 Angela Davis, *Blues Legacies and Black Feminism: Gertrude "Ma" Rainey, Bessie Smith and Billie Holiday*, 3-41 and 91-119 (accompanied by lyrics and performances)

T. Denean Sharpley-Whiting, *Pimps Up, Hos Down: Hip Hop's Hold on Young Black Women*, 85-148 (accompanied by lyrics and videos)

Week 8 Mark Anthony Neal, *What the Music Said*, 85-100. (accompanied by lyrics and videos)

Week 9 Bakari Kitwana, "The Challenge of Rap Music: From Cultural Movement to Political Power," *The Hip Hop Generation*, 195-216.

Eric Darnell Pritchard & Maria L. Bibbs, "Sista' Outsider: Queer Women of Color and Hip Hop" in Gwendolyn Pough, ed. *Home Girls Make Some Noise!: Hip-hop Feminism Anthology*, 19-40.

Beatrice Koehler-Derrick, "Less Hustle, More Flow: The Role of Women in Hip-Hop Culture," in Gwendolyn Pough, ed. *Home Girls Make Some Noise!: Hip-hop Feminism Anthology*, 50-55.

S. Craig Watkins, *Hip Hop Matters: Politics, Pop Culture, and the Struggle for the Soul of a Movement*, 1-44.

Test Two

Framing Blackness: Film

Week 10 Charlene Regeater, "The African-American Press and Race Movies, 1909-1929," in Pearl Bowser et.al, ed., "*Oscar Micheaux and His Circle: African-American Filmmaking and Race Cinema of the Silent Era*, 34-52.

Week 11 Ed Guerrero, *Framing Blackness: The African American Image in Film*, 9-40 (accompanied by clips from *Birth of a Nation*)

Isaac Julien, *Baadasssss Cinema - A Bold Look at 70's Blaxploitation Films* (documentary)

Week 12 Kasi Lemmons, *Eve's Bayou* or Sanaa Hamri, *Something New*
Jacqueline Bobo, "Black Women's Films: Genesis of a Tradition," in Jacqueline Bobo, ed. *Black Women Film and Video Artists*, 3-20.

Reading Black: Popular Literature

Week 13 Choose from an E. Lynn Harris or Eric Jerome Dickey novel.

Week 14 Terry McMillan, *Waiting to Exhale*

Daphne Brooks, "'It's Not Right But It's Okay': Contemporary Black Women's R&B and the House that Terry McMillan Built" in *Souls* 5 (2003), 32-45. (discussion about adaptation/film clips)

Week 15 **Test Three TBA**

GE Goals and Expected Learning Outcomes and Rationales

AAAS 2270: Introduction to Black Popular Culture

Diversity (Social Diversity in the United States)

Goals:

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

Expected Learning Outcomes:

1. **ELO 1:** Students describe and evaluated 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.
 - a. **Rationale:** This course is centered on this critical study of race in the United States. In particular it draws attention to the experience and expressions of African Americans and attends to the unique and frequently creative contributions of this community to the diverse social and cultural landscape of the United States. Description and evaluation of such contributions will be a regular part of class discussions and in-class evaluations (quizzes, oral presentations, and tests).
2. **ELO 2:** Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
 - a. **Rationale:** Critical analysis of race, the black experience, and African American cultural expression will be combined with robust discussion of and reflection on the implications of these factors in the lives of students in the classroom. It is anticipated that such discussion and reflection will contribute to a more sensitive evaluation and thoughtful understanding of race in American society.

Visual and Performing Arts

Goals:

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

Expected Learning Outcomes:

1. **ELO 1:** Students analyze, appreciate, and interpret significant works of art.
 - a. **Rationale:** This course includes multiple examples of black visual and performance culture, particularly as produced and expressed on television

and film, and in music. Analysis, appreciation, and interpretation of these works will be a regular part of class discussions and in-class evaluations (quizzes, oral presentations, and tests).

2. **ELO 2:** Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.
 - a. **Rationale:** Black cultural studies has long emphasized the study of “the popular arts” as a way of elucidating the black experience globally. This course is rooted in this scholarly tradition, providing a disciplinary framework for the study of black popular culture—and the visual and performing arts more specifically—in the United States.

AAAS 2270: Introduction to Black Popular Culture

GE Assessment plan

I. Diversity (Social Diversity in the United States)

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

ELO 1: “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.”

Specific Question/Assignment: A short essay question will appear on the third test (of three) administered at the end of the semester to assess students’ understanding and evaluation of race as a category of diversity and difference in the United States.

Sample: Choose a television show, film, music video, or advertisement, which you have recently encountered (though not assigned in this class), and, drawing on the critical tools of black cultural studies, provide a brief analysis (2-3 paragraphs) analysis of its cultural content (sonic, visual, textual, etc.).

Assessment rubric:

Excellent	Good	Fair	Poor	Totals:
Demonstrates thorough understanding of race as a category of social diversity and difference in the U.S.	Demonstrates adequate understanding of race as a category of social diversity and difference in the U.S.	Demonstrates partial understanding of race as a category of social diversity and difference in the U.S.	Demonstrates little or no understanding of race as a category of social diversity and difference in the U.S.	

ELO 2: “Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.”

Specific Question/Assignment: A short essay question will appear on the third test (of three) administered at the end of the semester to assess students' recognition and appreciation of social diversity in their own lives, based on knowledge and information acquired in the class.

Sample: Choose a text, television program, music video, or film discussed in class and briefly explain (2-3 paragraphs) how it contributes to a more nuanced understanding of "social diversity" in the United States. Include an appraisal of how this particular representation of American diversity impacts you personally.

Assessment rubric:

Excellent	Good	Fair	Poor	Totals:
Demonstrates a robust, critical, and self-aware understanding of social diversity in the U.S.	Demonstrates adequate understanding and self-awareness of social diversity in the U.S.	Demonstrates modest understanding and self-awareness of social diversity in the U.S.	Demonstrates little or no understanding or self-awareness of social diversity in the US.	

II. Visual and Performing Arts

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

ELO 1: "Students analyze, appreciate, and interpret significant works of art."

Specific Question/Assignment: As part of the evaluation of in-class participation, each student will be required to give a short oral presentation (10 minutes) of an artistic work that exemplifies features of black popular culture discussed in class, followed by a brief Q&A with classroom peers (5 minutes). In their presentation, students should include: 1) a description of the form and style of the work, 2) an analysis of the meaningful (visual, gestural, aural, lyrical, and/or textual) content of the work, and 3) a rationale for the significance of this work as an expression of black popular culture.

Assessment rubric:

Excellent	Good	Fair	Poor	Totals:
Provides a thorough and knowledgeable description, analysis, and rationale of the work's form, style, content, and significance.	Provides an adequate description, analysis, and rationale of the work's form, style, content, and significance.	Provides a partial and incomplete description, analysis, and rationale of the work's form, style, content, and significance.	Does not provide an acceptable description, analysis, and rationale of the work's form, style, content, and significance.	

ELO 2: “Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.”

Specific Question/Assignment: A short essay question will appear on the first test (of three) administered early on in the semester, following the section on “foundations and theories” (week two) in the study of black popular culture. The question will evaluate students’ understanding and application of methods of artist inquiry and interpretation within this discipline.

Sample: (Note: Students are given an image to consider; ex: the publicity poster for the recent superhero film, *Black Panther*). Provide a brief analysis (2-3 paragraphs) of this image. Your response should include the analytic perspectives of at least two scholars of black popular culture encountered thus far in class.

Assessment rubric:

Excellent	Good	Fair	Poor	Totals:
Demonstrates robust understanding of theories and methods of artistic analysis in black cultural studies	Demonstrates adequate understanding of theories and methods of artistic analysis in black cultural studies	Demonstrates partial understanding of theories and methods of artistic analysis in black cultural studies	Demonstrates little or no understanding of theories and methods of artistic analysis in black cultural studies	