

## Term Information

Effective Term Autumn 2020  
*Previous Value* Summer 2012

## Course Change Information

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

The Department of African American and African Studies would like to offer an online option for the existing in-person course.

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

An online version of the courses has the potential to reach more students and still achieve the central objectives and goals of the original course.

### 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)?

: Instructors and students will need to have computer web-browsing skills. They will need to be able to navigate Carmen and use CarmenZoom text, audio, and video chat to a far greater degree. The main programmatic implication is the course will be available to a larger number of OSU students, including returning students and local and out-of-state continuing education students.

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 2218  
Course Title Black Urban Experience  
Transcript Abbreviation Blk Urb Exp  
Course Description Examination of contemporary black urban experience focused on the impact of persistent residential segregation, increasing class polarization, and the global force of hip hop culture.  
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? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* 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

[Previous Value](#)

Not open to students with credit for 218.

Electronically Enforced

No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code

05.0201

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Individual and Groups

## Course Details

Course goals or learning objectives/outcomes

- To critically assess the contemporary black urban experience within a social, political, economic, and historical context.
- To understand how structural inequalities affect housing, employment, and the overall lived black urban experience.
- To consider the ways in which African Americans have responded to structural inequalities through acts of self-determination and resistance.

[Previous Value](#)

Content Topic List

- Urbanization
- Urban riots
- White flight and suburban segregation
- Redlining and protective covenants
- De facto and de jure segregation
- Civil Rights and Black Power
- Society and politics
- African American music
- Race and racism
- Harlem Renaissance
- Diasporic migrations
- African urbanization

**COURSE CHANGE REQUEST**  
2218 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/24/2020

**Sought Concurrence**

No

**Attachments**

- AKBARIAN AFAMAST 2218\_ONLINE.pdf: Online Syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*
- AFAMAST2218FINALSYLLABUSAKBARIAN-SP20.pdf: In-Person Syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*
- AFAMAST 2218 Akbarian ASC.pdf: DL Technical Review List  
*(Other Supporting Documentation. Owner: Beckham, Jerrell)*
- GE Assessment Form Akbarian AUTUMN 20.docx: GE Assessment Form  
*(GEC Course Assessment Plan. Owner: Beckham, Jerrell)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	04/21/2020 01:01 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	04/22/2020 11:10 AM	Unit Approval
Approved	Heysel, Garrett Robert	04/22/2020 10:08 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	04/22/2020 10:08 PM	ASCCAO Approval



**THE OHIO STATE UNIVERSITY**

COLLEGE OF ARTS AND SCIENCES

## **SYLLABUS: AFAMAST 2218**

### **BLACK URBAN EXPERIENCE TERM FALL 2020**

## **COURSE OVERVIEW**

### **Instructor**

Instructor: Shaida Akbarian

Email address: Akbarian.2@buckeyemail.osu.edu

Online Office hours: By Appointment via CarmenConnect text, audio, and video chat, please email to schedule a meeting time.

Office Location: University Hall 486

### **Course Coordinator**

Shaida Akbarian

### **Course description**

In the present political moment when the notion of “building walls” serves as the epicenter of political rhetoric, it’s critical to understand how the construction of walls extends beyond the physical walls that separate our domestic turf from those outside (e.g., U.S-Mexico border). This course centralizes around the Black urban experience in the U.S, and the ways in which Black life—both spatially and discursively—has been policed through the ongoing and gratuitous implementation of persistent, state-sanctioned violence. More specifically, the course examines the ways in which the state produces and sustains real and imagined borders that ultimately, define the U.S Black urban landscape and beyond.

### **Course learning outcomes**

The course will achieve the following objectives:

- To examine the ways in which race, class, gender, and sexuality define Black life within urban spaces
- To critically explore the Black urban experience against the backdrop of a carceral state by examining punitive techniques of power used to incapacitate Black communities—socially, politically, culturally, and biologically
- To identify continuities between contemporary anti-black state-sanctioned practices and the practices utilized on the plantation and in the ship's hold of the Middle Passage
- To explore how the state creates conditions of possibility for anti-black genocide and proto-genocide, through spatial and discursive segregation.
- To understand how anti-black practices of segregation reconfigure in terms of articulation, across shifting sociopolitical and geopolitical contexts
- To critically assess the past and present state of the Black urban experience

Please keep in mind that in addition to working through various works written by predominately Black writers in order to generate discussions regarding the experiential dimension of Blackness as it relates to U.S urban landscapes and spatial practices, this course will also be largely theoretical in nature.

## GE Course Information

### GE: Social Sciences

#### Goals

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

#### Expected Learning Outcomes

- **Individuals and Groups**
  1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
  2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
  3. Students comprehend and assess individual and group values and their importance in social problem solving and policy-making.

**Please note that this syllabus is a contract intended to describe the criteria used for determining your final grade in the course. Therefore, you are responsible for thoroughly reading and understanding the content of this syllabus in its entirety. This syllabus is subject to change under the instructor's discretion, and students will be informed, in advance, of any changes.**

## Course materials

There will be no textbook for this course.

Required course readings are available in PDF format on Carmen under *Modules*. **Required readings are also presented as links under the “Course Schedule” of this syllabus. Please**

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

## Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Streaming vis [drm.osu.edu](http://drm.osu.edu)

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

# Grading and faculty response

## Grades

Assignment or category	Points
Discussion Board Posts	65
Midterm Exam	50
Final Exam	50
Reflection Paper One	20
Reflection Paper Two	20
Total	205

*See course schedule, below, for due dates*

## Assignment information

### Discussion Board

A weekly discussion board prompt will be posted on Carmen every Tuesday. Prompts will pertain to the week's lecture and reading content, and students are required to provide responses by the following Monday at 11:59pm. Students will be notified via email once the prompt is made available.

Students are required to not only respond by creating their own thread, but they must also respond to a fellow classmate by posing a critical question that will further generate dialogue. The instructor will engage in the discussion throughout the duration of the week, prior to the deadline.

Responses must be submitted through the discussion board platform. Late responses will not be accepted via email.

### Length:

Initial posts must be at least 250 words in length and must synthesize readings and lecture content pertaining to that week. Properly formatted, within text citations must be in MLA format. Initial responses and questions for fellow classmates will be evaluated based on critical depth and thorough understanding of weekly readings' concepts and theories. In other words, responses should not be summaries of the readings but rather, a deeper level of engagement that draws associations between concepts and theories discussed in the readings and lecture.

Response posts (responding to a fellow classmate) need to be at least 150 words in length.

**Substance:**

A substantive post consists of a well-thought-out response to the question or prompt. It should respond to the prompt in a way that clearly supports a position, begins a new line of thought, or somehow adds to the discussion by critically reflecting on what is being discussed or moving the discussion in a related direction. Replies to classmates' posts should likewise be substantive. Simple replies like, "I agree, your point was well taken" or "I understand your point of view," general comments on the quality of the original post, or simply restating the idea of the person you are responding to do NOT qualify as substantive posts. In addition to being substantive, it is important to recognize that although this is a "discussion," certain linguistic conventions are not appropriate in written form. As collective discussions take place in a written format, it is expected that students take time to formulate ideas, organize them, and compose them in the formal style that one would use in a term paper.

**Exams:**

Final grades will also include a midterm and final paper. For both exams, students will be asked to respond to a prompt in essay format and anchor commentary in content covered in course readings and lectures. Papers must be submitted via Dropbox on Carmen by the due date and must include properly formatted within text citations as well as a work cited page. Papers submitted via email or Carmen message will not be accepted. Students will be notified once further instructions are made available on Carmen.

1. Both essays will be graded based on critical integration of course concepts and theories.
2. Both essays need to be a minimum of 5 pages, double-spaced, excluding a cover page (which should include your name, date, course title, and assignment name) and works cited page. Text style must be Times New Roman, 12-point font. Paper formatting should be set to 1 inch margins.
3. In-text citations and works cited page must be in proper MLA format.

**Papers:**

Students are required to write two reflection papers over the course of semester. The goal of the reflection paper assignment is to provide students with an opportunity to include their own opinions and introspective commentary in response to class lectures and assigned readings. Papers should be between 3-4 pages, double spaced (not including a cover page), with 1-inch margins in addition to Times New Roman (12-point) font. Further, detailed instructions will be made available on Carmen, including expectations and a grading rubric. Papers must be submitted using the Dropbox on the Carmen site.

**Late assignments**

Late assignments are not accepted. You should not wait until the last moment to submit assignments/exams. It is your responsibility to ensure that you have a working internet connection and a computer that will be functioning. You should always know where the nearest space is with wi-fi and available computers in the case that you have an issue. These are NOT acceptable excuses for late assignments, therefore, late assignments will not be accepted.



## 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

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST THREE TIMES PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week so that we can schedule an appointment.

- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As participation, each week you can expect to post at least two times as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Academic integrity policy

#### Policies for this online course

- **Exams:** You must complete the midterm and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should utilize MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

## Ohio State's academic integrity policy

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/>.

## Copyright disclaimer

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. All materials associated with this course, including assignment instructions, lecture content, and the course syllabus, are not to be circulated on the web nor submitted to any other persons/third parties outside of the class in any capacity.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Student Academic Services

Link for academic services offered on campus as well as a campus map.

<http://advising.osu.edu/welcome.shtml>

<http://ssc.osu.edu>

## Accessibility accommodations for students with disabilities

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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your 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](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 24-28	Review of Course (course syllabus) Introduction lecture & key terms DB #1 Due
2	Aug 31-Sept 4	Theorizing Blackness R: Du Bois, William Edward Burghardt. <i>The souls of black folk</i> . Oxford University Press, 2008, Chapter One. R: Fanon, Frantz. "The fact of blackness." <i>Postcolonial Studies: An Anthology</i> (1952): 15-32. DB #2 Due
3	Sept 7-11	The Afterlives of Slavery R: Hartman, Saidiya V. <i>Scenes of subjection: Terror, slavery, and self-making in nineteenth-century America</i> . Oxford University Press on Demand, 1997. Introduction & Chapter 1* DB #3 Due
4	Sept 14-18	Global Anti-Blackness and Black Spatialities R: Alves, Jaime Amparo. "From necropolis to blackpolis: Necropolitical governance and black spatial praxis in São Paulo, Brazil." <i>Antipode</i> 46.2 (2014): 323-339. R: Bledsoe, Adam, Latoya E. Eaves, and Brian Williams. "Introduction: Black geographies in and of the United States South." <i>Southeastern Geographer</i> 57.1 (2017): 6-11. DB #4 Due
5	Sept 21-25	Blackness & Surveillance R: Browne, Simone. "Race and surveillance." <i>Handbook on Surveillance Studies</i> . New York: Routledge (2012): 72-79. R: Fischer, Mia, and K. Mohrman. "Black deaths matter? Sousveillance and the invisibility of Black life." <i>Ada: A Journal of Gender, New Media, and Technology</i> 10 (2016). DB #5 Due

		Reflection Paper 1 due September 25, submit via Carmen Dropbox
6	Sept 28-Oct 2	<p>Criminalization &amp; the War on Drugs</p> <p>R: Davis, Angela Y. "Race and criminalization: Black Americans and the punishment industry." <i>Criminological perspectives: Essential readings</i> 284 (2003).</p> <p>R: "Crack in Los Angeles: Crisis, Militarization, and Black Response to the Late Twentieth Century War on Drugs"</p> <p><a href="https://academic.oup.com/jah/article/102/1/162/686732">https://academic.oup.com/jah/article/102/1/162/686732</a></p> <p>DB #6 Due</p>
7	Oct 5-9	<p>"I Can't Breathe": Examining the Intimacy of Anti-Black State-sanctioned Violence</p> <p>R: "We Broke Erica Garner's Heart"</p> <p><a href="https://wonkette.com/627567/we-broke-erica-garners-heart">https://wonkette.com/627567/we-broke-erica-garners-heart</a></p> <p>R: "State-Sanctioned Anti-Black Violence &amp; the Deadening of Black Womanhood"</p> <p><a href="http://www.warscapes.com/opinion/state-sanctioned-anti-black-violence-and-deadening-black-womanhood">http://www.warscapes.com/opinion/state-sanctioned-anti-black-violence-and-deadening-black-womanhood</a></p> <p>R: "Carried by Corpses: 'This is America' or the Ingenuity of Lynching in 10 Parts"</p> <p><a href="https://racebaitr.com/2018/05/29/carried-by-corpses-this-is-america-or-the-ingenuity-of-lynching-in-10-parts/">https://racebaitr.com/2018/05/29/carried-by-corpses-this-is-america-or-the-ingenuity-of-lynching-in-10-parts/</a></p> <p>DB#7 Due</p> <p>Midterm Paper Due October 9, submit via Carmen Dropbox</p>
8	Oct 12-16	<p>Occupied Spaces: From Ferguson to Palestine, and the Ruse of Analogy</p> <p>R: Bailey, Kristian Davis. "Black–Palestinian Solidarity in the Ferguson–Gaza Era." <i>American Quarterly</i> 67.4 (2015): 1017-1026.</p> <p>R: Mugabo, Délice. "Black in the city: On the ruse of ethnicity and language in an antiblack landscape." <i>Identities</i> 26.6 (2019): 631-648.</p> <p>DB #8 Due</p>
9	Oct 19-23	Authenticity and Spatial Representativeness

		<p>R: Fleetwood, Nicole. "Authenticating practices: Producing realness, performing youth." <i>Youthscapes: The popular, the national, the global</i> (2005): 155-172.</p> <p>R: Harkness, Geoff. "True school: situational authenticity in Chicago's hip-hop underground." <i>Cultural Sociology</i> 6.3 (2012): 283-298.</p> <p>DB#9 Due</p>
10	Oct 26-30	<p>"I Tag, Therefore I Exist"</p> <p>R: Forman, Murray, and Mark Anthony Neal, eds. <i>That's the joint!: the hip-hop studies reader</i>. Psychology Press, 2004.</p> <p>*In Part I: "The politics of Graffiti" (pages 21-30, read entirely)</p> <p>*In Part IV: "Hip-hop and Black Noise: Raising Hell" (pages 481-492)</p> <p>DB #10 Due</p>
11	Nov 2-6	<p>Spatial Disruption in the Periphery</p> <p>R: Fleetwood, Nicole. "'Busing It' in the City: Black Youth, Performance, and Public Transit." <i>TDR/The Drama Review</i> 48.2(2004): 33-48.</p> <p>DB #11 Due</p>
12	Nov 9-13	<p>Environmental Anti-Blackness</p> <p>R: Wright, Willie Jamaal. "As above, so below: Anti-Black violence as environmental racism." <i>Antipode</i> (2018).</p> <p>DB#12 Due</p> <p>Reflection Paper 2 Due November 13, Submit via Carmen Dropbox</p>
13	Nov 16-20	<p>Gentrification as Racialized, State-Sanctioned Genocidal Praxis</p> <p>R: Ramírez, Margaret M. "City as borderland: Gentrification and the policing of Black and Latinx geographies in Oakland." <i>Environment and Planning D: Society and Space</i> 38.1 (2020): 147-166.</p> <p>R: Kirkland, Elizabeth. "What's race got to do with it? Looking for the racial dimensions of gentrification." <i>Western Journal of Black Studies</i> 32.2 (2008): 18.</p> <p>DB #13 Due</p>

14	Nov 23-27	<p>Black Feminist Geographies &amp; Placemaking</p> <p>R: Hudson, Peter James, and Katherine McKittrick. "The geographies of blackness and anti-blackness: An interview with Katherine McKittrick." <i>The CLR James Journal</i> 20.1/2 (2014): 233-240.</p> <p>R: Isoke, Zenzele. "The politics of homemaking: Black feminist transformations of a cityscape." <i>Transforming Anthropology</i> 19.2 (2011): 117-130.</p> <p>DB #14 Due</p>
15	Nov 30-Dec 4	<p>Black Queer Geographies</p> <p>R: Eaves, Latoya E. "Black geographic possibilities: On a queer Black South." <i>southeastern geographer</i> 57.1 (2017): 80-95.</p> <p>DB#15 Due</p>
16	Dec 7-9	<p>Closing Lecture (Tying it all together)</p> <p>DB#15 Due</p>
		<p>Final Paper Due: December 12, 2020 by 11:59pm</p>



SPRING 2020 COURSE SYLLABUS

# AFAMAST 2218: Black Urban Experience

*Department of African American and African Studies @ The Ohio State University*

**INSTRUCTOR: SHAIDA AKBARIAN**

UNITS: 3.0

TUES & THURS 12:45-2:05pm

CLASS LOCATION: Hitchcock Hall 030

INSTRUCTOR CONTACT INFORMATION:

EMAIL: [akbarian.2@buckeyemail.osu.edu](mailto:akbarian.2@buckeyemail.osu.edu)

OFFICE HOURS: Tuesday 11:45-12:45pm, 486 University Hall

**NOTE:** THIS SYLLABUS, ALONG WITH ALL COURSE MATERIALS (LECTURE NOTES, ASSIGNMENTS, ETC.) ARE NOT TO BE UPLOADED, POSTED, REDISTRUBUTED, OR RECIRCULATED WITHOUT THE CONSENT OF THE INSTRUCTOR. LECTURES MAY NOT BE RECORDED IN ANY CAPACITY WITHOUT INSTRUCTOR'S CONSENT.

---

## COURSE DESCRIPTION

In the present political moment when the notion of "building walls" serves as the epicenter of political rhetoric, it's critical to understand how the construction of walls extends beyond the physical walls that separate our domestic turf from those outside (e.g., U.S-Mexico border). This course centralizes around the Black urban experience in the U.S, and the ways in which Black life—both spatially and discursively—has been policed through the implementation of persistent, state-sanctioned violence. More specifically, through the application of Hip-hop culture as a globalized phenomenon, the course examines the ways in which the state produces and sustains real and imagined borders that ultimately, define the U.S Black urban landscape.

The course will achieve the following objectives:

- To examine the ways in which race, class, gender, and sexuality define Black life within urban spaces
- To critically explore the Black urban experience against the backdrop of a carceral state by examining punitive techniques of power used to incapacitate Black communities—socially, politically, culturally, and biologically
- To identify continuities between new, technologically savvy, antiblack state-sanctioned practices and the practices utilized on the plantation

- To explore how the state creates conditions of possibility for antiblack genocide and proto-genocide, through spatial and discursive segregation.
- To understand how antiblack practices of segregation reconfigure in terms of articulation, across shifting sociopolitical and geopolitical contexts
- To critically assess the past and present state of the Black urban experience

Please keep in mind that in addition to using various works written by Black writers to discuss the experiential dimension of Blackness as it relates to U.S urban landscapes and spatial practices, this course will also be largely theoretical in nature.

### **GE: Social Sciences**

#### **Goals**

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes

#### **• Individuals and Groups**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy-making.

**Please note that this syllabus is a contract intended to describe the criteria used for determining your final grade in the course. Therefore, you are responsible for thoroughly reading and understanding the content of this syllabus in its entirety. This syllabus is subject to change under the instructor's discretion, and students will be informed, in advance, of any changes.**

#### **COURSE MATERIALS & ASSIGNED TEXTS**

There will be no textbook for this course.

Required course readings are available in PDF format on Carmen under *Modules*. **Required readings are also presented as links under the "Course Schedule" of this syllabus.**

## I. GRADED ASSIGNMENTS

In addition to the instructional activities, students are responsible for completing assignments that count towards their final grade. Final grades are comprised of the below components:

Attendance- 60 pts

Response Entries 105 pts

Midterm Presentation- 100 pts

Final Project- 100 pts

- a. **Attendance [60 pts total]:** Random attendance checks in the form of either (1) *mini quizzes* comprised of 1-3 questions pertaining to content from the last lecture or (2) roll call at the very beginning of class sessions throughout the semester. Mini quizzes value at 10 points each, and roll call values at 5 points each. Attendance checks are done randomly. ☺ **NOTE: Late walk-ins will not be given an opportunity to earn points for attendance checks or quizzes. In the case of late walk-ins,** please enter the classroom quietly and find a seat nearest to the classroom entrance to avoid distracting the instructor & fellow students. (Note: Students who seldom attend lecture perform poorly—so please keep this in mind.)

**ABSENCES:** Absences are only excused in the case of family and medical emergencies (e.g., illness, death in the family), as well as academic related activities (conference attendance, organizational related activities associated with OSU) and must be supported by official documentation. All documentation in support of absences must be sent to the instructor via email. This also includes academic related absences (e.g., conference attendance, organizational related activities). Missed quizzes will require completion upon return of absence, however, missed roll call points will be automatically granted. Medical related notes (e.g., doctor's notes) must indicate that the doctor's appointment was on the day of a class meeting and/or that you were to stay home on days when the class meets.

- b. **Response Entries [15 pts each, 105 pts. total]:** Students are to respond to a randomly assigned question at the end of class that requires reflection on the day's lecture material or previously lectured material, as well as assigned readings. Responses should be no less than two pages (double spaced, 1-inch margins, 12 pt. font). A total of seven response entry questions will be assigned within the semester, each valued at 15 pts. Entries should not be a summary but instead, a critical response to the subject matter in addition to an integration of the assigned reading(s). Specific, detailed instructions, including a grading rubric will be given at that time.
- c. **Midterm Presentation [100 pts total]:** Students are assigned to complete a three-part midterm assignment that will require group members to collectively (1) address a set of theoretical questions based on their assigned topic (2) critically deconstruct a media production that is reflective of the assigned

topic, (3) cultivate a creative piece (can be a visual, oral, or performance piece, for instance) that critically materializes and exhibits the assigned topic. This is a group project. Groups will be given portions of class time to work on projects— however, members are also responsible for organizing meetings outside of class, if needed. The instructions and grading rubric for the midterm presentation will be reviewed in class, on Tuesday, January 28<sup>th</sup>. Further questions upon in-class review of project details must be issued to the instructor during office hours. **All sections of the project must be completed by Tuesday, February 18<sup>th</sup>, or Thursday, February 20<sup>th</sup>, depending on the group to which you're assigned.** Groups and associated topics will be assigned on Wednesday, February 7<sup>th</sup>.

- d. **Final Project [100 points total]:** The final project for this course is a 4 page (double spaced) analytical paper in MLA format, in which students are required to critically assess and deconstruct a given topic. Students must integrate the course materials including readings, lecture content, and media sources in their analyses. Further instruction will be reviewed in class on Thursday, April 16<sup>th</sup>. **A hard copy of your final paper must be submitted BEFORE 5pm on Wednesday, April 22<sup>nd</sup>. Papers must be placed in instructor's mailbox, located on campus at the Department of African American and African Studies in 486 University Hall (4<sup>th</sup> floor). No late papers, no exceptions.** Details will be given upon issuing instructions.

## COURSE BREAKDOWN

### II. INSTRUCTIONAL ACTIVITIES

This course entails an integration of various instructional activities, aimed to enhance students' learning experience.

Instructional activities include the following:

- a. **Lectures:** Content from this course is broken down into thematic clusters that are examined conceptually and theoretically. This course does not utilize PowerPoint, and lectures will not be available for students on Carmen. Lectures are typically orated along with the usage of the white/black board. Class sessions will begin with a lecture presentation, to provide students with the foundational elements necessary to complete other instructional activities in the course. Thus, students are encouraged to attend all lectures so assignments are understood and completed successfully. It is also recommended that students handwrite their notes since lecture content often entails diagrams or other visual aids.
- b. **Assigned Readings:** Course readings are assigned weekly (See Course Schedule of syllabus) and are available in PDF format on Carmen, in the Modules section. Keep in mind that lecture material and assigned readings operate synergistically or, hand in hand. Therefore, it's critical that you complete readings in a

timely fashion as indicated in the Course Schedule, before attending lecture or engaging collective discussions.

- c. **Film/Documentary/Auditory/Videos:** Media sources, including films, documentaries, music, and music videos are intertwined with the class discourse-- to effectively exemplify and solidify topics of discussion.
- d. **Group Discussions:** Engaging in critical discourse is a major aspect of this course and is a component of the final grade, as stated on the following page, under Graded Assignments. Students are required to respectfully contribute dialogue during group discussions, by following the guidelines below:
  - i. **Depth/critical thinking:** Present theoretically sound thoughts and ideas that offer a nuanced perspective, such that it may challenge or support the topic at hand. Stay away from subjective, opinionated comments/responses.
  - ii. **Integrate course material:** Synthesize/draw associations between the lecture content, readings, and media sources. Make connections and ground statements in theory.
  - iii. **Respect fellow students:** The classroom is meant to be a safe, collective space for students to engage in critical discourse. Disagreeing or challenging is fully welcome and actually, encouraged; however, respect must be exercised.

#### GRADING & COURSE POLICIES

##### Grading Scale

100-93% <b>A</b>	89.9-87% <b>B+</b>	79.9-77% <b>C+</b>	69.9-67% <b>D+</b>
92.9-90% <b>A-</b>	86.9-83% <b>B</b>	72.9-70% <b>C</b>	66.9-60% <b>D</b>
			Below 60% <b>E</b>

Grades will be issued via Carmen in the section labeled "grades".

Questions or concerns regarding grades or assignment protocol must be discussed during instructor office hours.

\*Final grades will not be up for contestation upon official submission to the university Registrar's office (at the end of the semester) unless in the case of a calculation error.

#### **Letters of Reference**

With regard to all letters of reference, it is best for your letters to be written by tenure track faculty from the university. As such, I will not be providing letters of reference, although you are a student in this class.

#### LATE ASSIGNMENT/PROJECT SUBMISSION

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED, NO EXCEPTIONS!**

### 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/>.

### Plagiarism

Plagiarism is 100% unacceptable and must be avoided at all costs. Plagiarism is copying word-for-word without quoting and citing the resource, and also paraphrasing or using another's ideas without giving credit to the source. If sources are cited within the text but not cited using a footnote, it is *still* considered plagiarism. Even if words are taken from another source and reworded completely without mentioning of the source, it is *still* considered plagiarism. If a student has been found to commit plagiarism in the course, the student responsible will receive an automatic "0" and will be reported per procedures listed above under the Academic Misconduct section. *Note:* If you are unsure whether you are engaging in plagiarism, first proceed to search for more information online via Google search for examples of plagiarism. One recommended resource is <http://www.plagiarism.org/>. If there is still uncertainty, either attend office hours or contact me via email as listed at the top of page 1.

### Cell Phone, Laptop, Tablet/iPad Policy, & Other Classroom Etiquette Standards

All technical devices, including cell phones, headphones, laptops, and iPads/tablets must be placed on silent before entering the classroom. Disruptions include texting, headphone usage, cell phone usage of any kind, surfing the net, and watching movies, are prohibited during class time. Unless used for note taking during allotted times, laptops, iPads, and/or tablets cannot be in use. Any disruptions like those listed **result in a 5-point deduction from the total earned participation points**. Lastly, since this course entails dialogue and collective discussions, this course emphasizes the importance of listening. Talking over your peers is unacceptable.

### Accommodations for Students with Exceptionalities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your exceptionalities (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: [sllds@osu.edu](mailto:sllds@osu.edu); 614-292-3307; [sllds.osu.edu](http://sllds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

#### Mental Health Statement

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](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

#### Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the

appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### COURSE SCHEDULE

\*\*The following schedule is tentative and subject to change.\*\*

Weekly readings (in PDF form on Carmen and link form displayed below) must be completed prior to Tuesday lectures. Be ready to discuss readings during weekly class sessions.

#### DAYS

1/7, 1/9 **SYLLABUS REVIEW**

#### **INTRODUCTORY LECTURE**

1/14, 1/16 **THEORIZING BLACKNESS AND THE AFTERLIVES OF SLAVERY**

**R:** DU BOIS, WILLIAM EDWARD BURGHARDT. *THE SOULS OF BLACK FOLK*. OXFORD UNIVERSITY PRESS, 2008, CHAPTER ONE.

**R:** FANON, FRANTZ. "THE FACT OF BLACKNESS." *POSTCOLONIAL STUDIES: AN ANTHOLOGY* (1952): 15-32.

**R:** HARTMAN, SAIDIYA V. *SCENES OF SUBJECTION: TERROR, SLAVERY, AND SELF-MAKING IN NINETEENTH-CENTURY AMERICA*. OXFORD UNIVERSITY PRESS ON DEMAND, 1997. INTRODUCTION & CHAPTER 1\*

1/21, 1/23 **GLOBAL ANTIBLACKNESS**

**FILM (IN CLASS):** *CONCERNING VIOLENCE* (FANON), NARRATED BY LAURYN HILL

**R:** SQUIRES, GREGORY D., AND CHARIS E. KUBRIN. "PRIVILEGED PLACES: RACE, UNEVEN DEVELOPMENT AND THE GEOGRAPHY OF OPPORTUNITY IN URBAN AMERICA." *URBAN STUDIES* 42.1 (2005): 47-68.



**R:** ALVES, JAIME AMPARO. "FROM NECROPOLIS TO BLACKPOLIS: NECROPOLITICAL GOVERNANCE AND BLACK SPATIAL PRAXIS IN SÃO PAULO, BRAZIL." *ANTIPODE* 46.2 (2014): 323-339.

1/28, 1/30 **BLACKNESS & SURVEILLANCE**

**R:** Browne, Simone. "Race and surveillance." *Handbook on Surveillance Studies*. New York: Routledge (2012): 72-79.

**R:** FISCHER, MIA, AND K. MOHRMAN. "BLACK DEATHS MATTER? SOUSVEILLANCE AND THE INVISIBILITY OF BLACK LIFE." *ADA: A JOURNAL OF GENDER, NEW MEDIA, AND TECHNOLOGY* 10 (2016).

MIDTERM INSTRUCTIONS HANDED OUT IN CLASS\*\* (Tuesday, January 28<sup>th</sup>)

2/4, 2/6 **CRIMINALIZATION & THE WAR ON DRUGS**

**R:** DAVIS, ANGELA Y. "RACE AND CRIMINALIZATION: BLACK AMERICANS AND THE PUNISHMENT INDUSTRY." *CRIMINOLOGICAL PERSPECTIVES: ESSENTIAL READINGS* 284 (2003).

**R:** *CRACK IN LOS ANGELES: CRISIS, MILIARIZATION, AND BLACK RESPONSE TO THE LATE TWENTIETH CENTURY WAR ON DRUGS*  
<https://academic.oup.com/jah/article/102/1/162/686732>

2/11, 2/13 **"I CAN'T BREATHE": EXAMINING THE INTIMACY OF ANTIBLACK VIOLENCE AND THE BODY**

**R:** *WE BROKE ERICA GARNER'S HEART*  
<https://wonkette.com/627567/we-broke-erica-garners-heart>

**R:** *STATE-SANCTIONED ANTIBLACK VIOLENCE & THE DEADENING OF BLACK WOMANHOOD:* <http://www.warscapes.com/opinion/state-sanctioned-anti-black-violence-and-deadening-black-womanhood>

**R:** "CARRIED BY CORPSES: 'THIS IS AMERICA' OR THE INGENUITY OF LYNCHING IN 10 PARTS", BY JONATHAN MOORE  
<HTTPS://RACEBAITR.COM/2018/05/29/CARRIED-BY-CORPSES-THIS-IS-AMERICA-OR-THE-INGENUITY-OF-LYNCHING-IN-10-PARTS/>

2/18, 2/20 **MIDTERM PRESENTATIONS**

2/25, 2/27 **OCCUPIED SPACES—FROM FERGUSON TO PALESTINE**

**R:** *FROM FERGUSON TO PALESTINE, WE SEE US*  
[HTTPS://WWW.HUFFINGTONPOST.COM/SANDRA-TAMARI/FROM-FERGUSON-TO-PALESTINE\\_B\\_8307832.HTML](HTTPS://WWW.HUFFINGTONPOST.COM/SANDRA-TAMARI/FROM-FERGUSON-TO-PALESTINE_B_8307832.HTML)

3/3, 3/5 **GENTRIFICATION IN OUR NEIGHBORHOODS- THE UPROOTING OF NATIVE BLACK COMMUNITIES**

**R:** KIRKLAND, ELIZABETH. "WHAT'S RACE GOT TO DO WITH IT? LOOKING FOR THE RACIAL DIMENSIONS OF GENTRIFICATION." *WESTERN JOURNAL OF BLACK STUDIES* 32.2 (2008): 18.

**R:** *UNDERSTANDING RISING INEQUALITY AND DISPLACEMENT IN OAKLAND*

[HTTPS://WWW.KCET.ORG/SHOWS/CITY-RISING/UNDERSTANDING-RISING-INEQUALITY-AND-DISPLACEMENT-IN-OAKLAND](https://www.kcet.org/shows/city-rising/understanding-rising-inequality-and-displacement-in-oakland)

3/10, 3/12 **AUTHENTICITY & SPATIAL REPRESENTATIVENESS**

**R:** FLEETWOOD, NICOLE. "AUTHENTICATING PRACTICES: PRODUCING REALNESS, PERFORMING YOUTH." *YOUTHSCAPES: THE POPULAR, THE NATIONAL, THE GLOBAL* (2005): 155-172.

**R:** CLAY, ANDREANA. "KEEPIN'IT REAL: BLACK YOUTH, HIP-HOP CULTURE, AND BLACK IDENTITY." *AMERICAN BEHAVIORAL SCIENTIST* 46.10 (2003): 1346-1358.

**R:** HARKNESS, GEOFF. "TRUE SCHOOL: SITUATIONAL AUTHENTICITY IN CHICAGO'S HIP-HOP UNDERGROUND." *CULTURAL SOCIOLOGY* 6.3 (2012): 283-298.

3/17, 3/19 **SPRING BREAK (MARCH 9-13)**

3/24, 3/26 **"I TAG, THEREFORE I EXIST"**

**R:** FORMAN, MURRAY, AND MARK ANTHONY NEAL, EDS. *THAT'S THE JOINT!: THE HIP-HOP STUDIES READER*. PSYCHOLOGY PRESS, 2004.  
\*IN PART 1: "THE POLITICS OF GRAFFITI" (PAGES 21-30, READ ENTIRELY)

\*IN PART IV: "HIP-HOP AND BLACK NOISE: RAISING HELL" (PAGES 481-492)

3/31, 4/2 **SPATIAL DISRUPTION IN THE PERIPHERY**

**R:** FLEETWOOD, NICOLE. "'BUSING IT" IN THE CITY: BLACK YOUTH, PERFORMANCE, AND PUBLIC TRANSIT." *TDR/THE DRAMA REVIEW* 48.2 (2004): 33-48.

4/7, 4/9 **ENVIRONMENTAL RACISM**

**R:** *FLINT, ENVIRONMENTAL RACISM, AND RACIAL CAPITALISM*

<http://www.tandfonline.com/doi/full/10.1080/10455752.2016.1213013>

4/14, 4/16 **CLOSING LECTURE, FINAL DISCUSSION**

FINAL PAPER INSTRUCTIONS DISTRIBUTED IN CLASS THURSDAY, APRIL 16<sup>th</sup>

HARD COPY OF FINAL PAPER DUE **BEFORE** 5:00pm on WEDNESDAY, APRIL 22<sup>nd</sup>, instructor mailbox submission (486 UH)

(see Final Project section under "Graded Assignments" for details)



**GE ASSESSMENT REPORT FORM**  
 African American and African Studies

Course: AFAMAST 2218  
 Term: Autumn 2020  
 Instructor: Akbarian  
 Number of Enrolled Students: 60

<b>GE ELO: Individuals and Groups</b>	<b>Level of student achievement expected for the GE ELO</b>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<p>ELO1</p> <p>Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
<p>ELO2</p> <p>Students understand the behavior of individuals, differences, and similarities in social and cultural contexts of human existence, and the processes by which groups function.</p>	<p>100% will meet fair requirements</p> <p>70% will meet good requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
<p>ELO3</p> <p>Students comprehend and assess individual and group values and their importance</p>	<p>100% will meet fair requirements</p>	<p>At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring</p>

<p>in social problem solving and policy making. sources by examining diverse interpretations of past events and ideas in their historical contexts.</p>	<p>70% will meet good requirements</p>	<p>rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
---	--	--

**GE: Individuals and Groups**

EL01: Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

Specific Question/Assignment: Students will engage in textual analyses of, and written response to (in the form of discussion boards), various scholarly works that, through various social scientific theories and methodologies, critically examine anti-black state sanctioned practices in relation to race, gender, and socioeconomic status.

Sample: Students will be asked to provide a formal, essay response to a discussion board prompt that requires a critical examination of anti-black state sanctioned practices in relation to race, gender, and socioeconomic status.

Excellent	Good	Fair	Poor	Total
<p>Demonstrates thorough understanding of an integrated perspective of history</p>	<p>Demonstrates an adequate understanding of an integrated perspective of history</p>	<p>Demonstrates a partial understanding of an integrated perspective of history</p>	<p>Demonstrates little or no understanding of an integrated perspective of history</p>	

EL02: Students understand the behavior of individuals, differences, and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Specific Question/Assignment: Students will be asked to critically conceptualize global anti-blackness and at the same time, identify the varying anti-black spatial practices that take place across different contexts in the U.S and beyond.

Sample: Students must provide a discussion board response (in essay form) that critically compares and contrasts anti-black state sanctioned violence in the U.S (as it relates to a particular region) to global anti-black practices (i.e., Brazil, South Africa, France).

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of the origins and nature of contemporary issues in Africa.	Demonstrates an adequate understanding of the origins and nature of contemporary issues in Africa.	Demonstrates partial understanding of the origins and nature of contemporary issues in Africa.	Demonstrates little or no understanding of the origins and nature of contemporary issues in Africa.	

EL03: Students comprehend and assess individual and group values and their importance in social problem solving and policymaking.

Specific Question/Assignment:

In addition to collective class discussions, students will independently write a five page (minimum), double spaced essay (for their final exam) that addresses a set of questions pertaining to on-the-ground Black community organization efforts aimed to challenge policies that uphold anti-blackness.

Sample: Students must provide an essay response that addresses the ways in which Black communities can and do resist, disrupt, and redefine state violence across Black urban landscapes. Additionally, students will be asked to critically synthesize content from assigned readings that discuss policy making, particularly as it relates to urban renewal projects.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of how to	Demonstrates adequate understanding of how to	Demonstrates partial understanding of how to	Demonstrates little to no understanding of how to	

write critically about primary and secondary historical sources.	write critically about primary and secondary historical sources.	write critically about primary and secondary historical sources.	write critically about primary and secondary historical sources.	
--	--	--	--	--

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** AFAMAST 2218

**Instructor:** Shaida Akbarian

**Summary:** Black Urban Experience

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen Discussion boards</li> <li>• CarmenZoom</li> <li>•</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All programs such as Office 365, Zoom and the secure media library are provided to students at no additional cost.
6.4 The course technologies are current.	X			All applications are web based and receive frequent updates.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP support Re provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Links are provided with contact info for obtaining alternate course materials
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser



## Reviewer Information

- Date reviewed: 4/20/20
- Reviewed by: Ian Anderson

## Notes: Please replace references of CarmenConnect to CarmenZoom

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.