

Term Information

Effective Term Spring 2021
Previous Value Spring 2017

Course Change Information

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

African American and African Studies would like to offer AFAMAST 1101 100% online.

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

Introduction to African American and African Studies: AFAMAST 1101 is central to several certificates as either a required course or one of several options for a core course requirement—two that we are creating and one that already exists. We need to be able to not only offer the course regularly, but to also offer it consistent with our partnering college's curriculum for the certificates. This means that we need to have an in-person and distance learning (DL) option to assure students can fulfill requirements for certificates. This is especially important for the certificate with Social Work. Nearly all of the courses they include in the certificate are available in DL format.

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)?

N/A

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	1101
Course Title	Introduction to African American and African Studies
Transcript Abbreviation	Intro to AAAS
Course Description	Introduction to the scholarly study of the Africana experience, focusing on patterns of resistance, adaptation, diversity, and transnational connections.
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
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture

COURSE CHANGE REQUEST
1101 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/13/2020

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.
<i>Previous Value</i>	<i>Prereq: English 1110 (110).</i>
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 101.
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

General Education course:
Individual and Groups
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**
- students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies, especially as they apply to African American and African Studies.

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Content Topic List

- Encountering Africa: geography, people, and ideas
 - Ethnicity and race in African identities
 - Representing Africa's past (or what is history?)
 - African pasts in the present: the Sunjata epic
 - The trans-Atlantic slave trade
 - Africans in the Americas: Diaspora
 - European colonialism in Africa
 - Institutionalized racism in the United States: Jim Crow
 - Anti-colonialism and decolonization
 - The long Civil Rights Movement
 - Neo-colonialism: Africa and the global South
 - Multiculturalism and the contemporary politics of race
 - New Diasporas: contemporary African movements and migration
 - Remembering, responsibility, and African Renaissance
- No

Sought Concurrence

Attachments

- AAAS 1101 Sp 2020.docx: In Person Syllabus
(Syllabus. Owner: Beckham,Jerrell)
- AFAMAST 1101 ONLINE F2020.docx: Online Syllabus
(Syllabus. Owner: Beckham,Jerrell)
- GE_Assessment_Form_AAAS_AU20_1101 Draftz.docx: GE Assessment Form
(GEC Course Assessment Plan. Owner: Beckham,Jerrell)
- AFAMAST 1101ASCTECH.docx: ACT Tech Review Sheet
(Other Supporting Documentation. Owner: Beckham,Jerrell)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham,Jerrell	07/31/2020 11:08 AM	Submitted for Approval
Approved	Skinner,Ryan Thomas	07/31/2020 11:09 AM	Unit Approval
Approved	Heysel,Garett Robert	08/03/2020 07:44 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	08/03/2020 07:44 PM	ASCCAO Approval

AFAMAST 1101

INTRODUCTION TO AFRICAN AMERICAN AND AFRICAN STUDIES FALL 2020

Instructor: Dr. Tiyi Morris

Email address: morris.730@osu.edu

Office: 2072 Founders Hall

Office Hours: Tu/Th 10-11am

Online Office Hours: By Appointment via CarmenConnect text, audio, or video chat/Zoom.
(Please email to schedule a meeting time).

Classroom: Online

Class Zoom Time: Tu, & Th from 12:45-2:05pm

Description

Introduction to African American and African Studies focuses on the events and ideas that have shaped and defined our understanding of the Africana experience. Drawing upon various disciplines, this course is a selective survey of the history, culture, philosophy, and sociology of the African Diaspora. As an introductory course, every aspect of the Black experience cannot be covered thoroughly. However, the selected materials should provide significant insights. Students will be introduced to historical and socio-cultural circumstances that have brought about and shaped Black Studies. This course will also explore issues of vital importance to members of the African Diaspora such as the impact of slavery, Black feminisms, political activism, and resistance. In so doing, students should gain a basic understanding of the issues, themes, and problems covered, the global positioning of people of African descent, and hopefully become interested in more in-depth research in Black Studies. The methods of organization are thematic and chronological. Overall, the course is an introduction to the making of the modern world, from the standpoint of Black experiences globally. The course seeks to expose students to the range and complexities of African-derived experiences worldwide and to have participants understand how race is a core construction and theme in the lived experiences of African peoples around the world.

Course Learning Outcomes and Objectives

1. Students will examine some of the major themes and subject areas in African American and African Studies.
2. Students will understand the development, purposes, and scope of the discipline of Black Studies.
3. Students will understand the influence/impact of racial constructions and racial oppression in American society in both an historical and contemporary context. Students will understand how privilege and power (based on a variety of social constructions) operate in American society.
4. Students will understand how a knowledge of the Africana experience can enhance their approach to contemporary social, cultural, and political issues and prepare them for world citizenship.
5. Students will understand the value of intersectionality in analyzing systems of oppression.
6. Students will develop and strengthen critical writing and analytical skills, while challenging traditional ways of thinking about difference.

GE Course Information

This course fulfills one of OSU's General Education (GE) requirements. The following information can be found at <http://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes>.

GE Social Science: Individuals and Groups

GOAL

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. Individuals and Groups expected learning outcomes:

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.

EXPECTED LEARNING OUTCOMES (corresponding to the above course goals and to satisfy the Social Science: Individuals and Groups GE Requirement)

- 1a. Students will explain the following concepts: the social construction of race; Afrocentricity; Black feminism; pan-Africanism; anti-colonialism; and Black nationalism.
- 1b. Students will explain the impact of the Trans-Atlantic Slave trade and colonialism.
- 1c. Students will explain the role and significance of Black expressive culture.

- 2a. Students will explain the social, cultural, and political events and catalysts that led to the establishment of Black Studies.
- 2b. Students will explain the pedagogy and goals of Black Studies.
- 2c. Students will distinguish between Black Studies and the study of Blacks.

- 3a. Students will explain the impact and legacy of institutional racism on individuals and communities.
- 3b. Students will be able to explain various Black social justice movements.
- 3c. Students will be able to compare and contrast various Black social justice movements.

- 4a. Students will illustrate the ways that contemporary issues of racial, gender, and class injustice are impacting Blacks.
- 4b. Students will explain similarities and differences in the experiences of members of the African Diaspora.
- 4c. Students will formulate ideas about how individuals can challenge injustices facing Black communities in contemporary society.

- 5a. Students will explain the concept of intersectionality.
- 5b. Students will explain in what contexts intersectionality has been used.
- 5c. Students will describe why intersectionality is a useful framework.
- 5d. Students will explain the consequences of a non-intersectional approach.

Requirements

REQUIRED TEXT (Only available at the OSU Newark bookstore)

- Course Packet

Other required course readings will be available on Carmen under *Modules*.

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
- **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

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>.

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.

Attendance in Zoom is mandatory. Everyone is allowed four (4) absences from zoom sessions. There are no excused or unexcused absences. Any absence after four, for any reason, will result in a deduction of 15 points per absence from your final grade. Therefore, it is wise to save your absences for technical issues, religious observations, required university activities, and/or real emergencies. Connecting to zoom and other sessions late or leaving early 3 times will count as 1 absence. Missing half of a zoom session will count as an absence. **Seven (7) zoom absences results in automatic failure of the course.**

Please note: From the beginning to the end of the courses, students are expected to have and maintain a functioning computer and reliable internet source.

Participation (80 points) This class is a reading intensive and participation centered course. I will give several Zoom or recorded mini-lectures to supplement, not summarize, the assigned readings. Readings are due on the date they are listed on the syllabus. Students are expected to actively participate in Zoom discussions and/or Carmen posting of the assigned readings and topics. When connecting to Zoom, you should have completed all the readings and be prepared to engage in serious and constructive dialogue. Sometimes you may be asked to post on Carmen based on the assigned reading. Your post should clearly demonstrate that you have done the assigned reading. You should reference specific pages you are referring to in your post on assigned readings. The virtual classroom is a place to debate and explore ideas. Everyone must be respected, even if you do not agree with their comments. Personal attacks are unacceptable as are sexist, racist, classist, or homophobic language or any other forms of discrimination and expressions of intolerance. Your participation will be graded on both the frequency and quality of your contributions to discussions. Remember that class participation means speaking and listening. Make sure that you practice equal parts of both.

While participation is required, to earn full participation points, you must have all the necessary materials with you during the zoom session (text(s), paper, writing utensil, etc.). For example, if I ask a student to please read from chapter five on page 234 then s/he should have the text with him/her such that s/he does not have to get up and find it.

Occasionally, the virtual class assignments or zoom assignments will serve as an additional means of assessing your completion and comprehension of the readings. Sometimes you will be placed in breakout rooms for these assignments.

Carmen Discussion Board Posts (65 points): On days that we do not have a Zoom class meeting, you are required to make 3 posts on the assigned readings. The first post must be made by 1:30pm on the class day and the other two, by 6pm that same day. Your initial post should be a minimum of 300 words and can take two forms:

- 1) provide an analysis (**not a summary**) of the day's reading
or
- 2) a point of discussion for your classmates contextualized in your own analysis. For example, I was intrigued by Butler's discussion of ... because It reminded me of our earlier reading by... How did others interpret ...?

A simple, "what did you think of ...?" is not an appropriate post. Keep in mind that whichever form you choose, your initial post must be a minimum of 300 words.

The initial posts must be submitted by 1:30pm, which is during our scheduled class time, to ensure that everyone has time to complete their second and third posts by 6pm. My recommendation is that you complete them by the end of the scheduled class time to ensure that you don't forget to complete the assignment. You can submit your initial posts up to 48 hours prior to class.

Your second and third posts are responses to two of your peers' comments (only one of which can be a response to a comment on your own thread). Response posts must be a minimum of 100 words and **should provide more than superficial comments** like "I agree" or "good point." They should be

comments that engage with and respond to the ideas in the post to which you are responding. They can critique, challenge, and/or encourage further analysis of an idea. And they must be to two different people.

All posts will be grammatically correct. While the discussion forums are a place for fluid conversation, refrain from “memo” and “text talk.” Provide appropriate citations when necessary.

Discussion Leader (15 points) Each student will lead discussion one day during the semester. Since everyone will have read the material, these presentations should contain minimal summarization of the text. Rather, the discussion leader should devote the majority of their presentation to sharing their critical analysis and insights about the reading as well as asking questions to guide discussion.

Engaged Reading Worksheets (ERW) (75 points) ERWs are worth 15 points each and must be submitted 5 times during the course of the semester. You will be divided into two groups and your worksheets will be due on Carmen before zoom class on the dates listed on the syllabus for your group. Late ERWs will not be accepted.

Research Project (75 points) Guidelines will be discussed on zoom.

Exams (200 points) There will be 3 essay exams. The first two are worth 75 points; the third exam is worth 50 points.

Extra Credit Students will have opportunities to connect to community events and/or live webinars for extra credit. You must submit a 2-paragraph response that provides a summary of the event and discusses whether or not you liked the event and why. You can connect to up to four events during the semester. Events will be listed on the Carmen announcements page. Responses must be submitted to the Extra Credit folder(s) on Carmen within 1 week of the event.

UNIVERSITY POLICIES

Land Acknowledgement

The Ohio State University would not exist without the land that we have used to meet for over 150 years. Though we are meeting virtually for this course, the University acknowledges that its campuses have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, Delaware, and the People of Fort Ancient, Hopewell, and Adena cultures also known as the earthworks builders, as well as other tribal nations of the region. The Ohio State University honors and respects the diverse Indigenous peoples connected to the land.

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.

Disability Services

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

Hence any student who needs accommodations due to any type of disability must first register with Student Life Disability Services (SL-DS). **Please call Student Life at 740-364-9578 or stop by Warner Center 226 to discuss procedures for getting accommodations.** After accommodations are authorized, you will receive an Access Letter to share with your professors to help with the conversation about your needs. You do not need to disclose your disability to faculty. Although accommodations may be authorized any time in a term, it is to your best interest to disclose your needs during the first week of class.

Regardless of whether or not you have registered with Student Life Disability Services, if you anticipate or experience academic barriers due to a disability, please inform me as soon as possible so that we can discuss options to support your academic success. Additional information can be found at <http://newark.osu.edu/students/student-life/disability-services.html>.

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

Student Academic Services

Academic Advising

Advising is essential to academic success at Ohio State. Advisors frequently serve as the main point of contact between students and the university. They help students create an academic plan that meets their educational and career goals. They are here to help students navigate through the university and connect the students to the necessary resources they will need. Please go to the following link for academic advising. <http://advising.osu.edu/welcome.shtml>.

Location:
Transition and Academic Growth
Columbus, Ohio 43210

Academic Advising Questions:
peltier.15@osu.edu

Buckeye Link

Ohio States Students take care of buckeye business with Buckeye Link. The buckeye link includes important information for students and families related to being an Ohio State student. Please go to the following website to connect to buckeye link. <http://ssc.osu.edu>

Location

Call:

281 W. Lane Ave.

614-292-0300

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

Mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling **614- 292-5766**. CCS is located on the 4th Floor of the 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

Academic integrity policy 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 Chicago 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/>

CLASS POLICIES AND EXPECTATIONS

*****Changes to the syllabus may be made at the professor's discretion.*****

- Read the syllabus in its entirety to familiarize yourself with the course requirements, assignments, and policies.
- This is a tentative schedule and may change to accommodate class needs. The online syllabus is always the most recent version.
- I will only read and respond to emails from OSU accounts; do not email me from your personal account. I will reply to e-mails and discussion board questions within **24 hours on school days**.
- Always bring the assigned readings to virtual/zoom class. As a class that centers on discussion of the text, you must have a copy of the readings so that you can discuss and refer to them during virtual class.
- We will not discuss each reading with the same level of depth. You are, however, responsible for all the assigned material, whether or not we discuss it explicitly in class.
- Students must respect their own and their fellow students' investment in the course by refraining from distracting behaviors during virtual class including arriving late, leaving zoom class unnecessarily, and inappropriate conversations that are unrelated to the class or zoom sessions.
- **Eating during virtual zoom session is not allowed** during class time.
- Carmen is necessary for both submitting assignments and checking for announcements and information. Thus, you are responsible for being able to access and use Carmen. If you are having problems accessing Carmen, contact the help desk or use one of the computer labs.
- Zoom is necessary for participating in virtual class sessions. You are responsible for being able to access Zoom. If you are having trouble contact the help desk. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)
- For your ERWs and Research Project to be complete, I will need an electronic copy submitted to Carmen as a word document. Google docs or other cloud-based sharing documents will not be

accepted. Do not email me assignments. Assignments not submitted to Carmen will not be graded.

- If Zoom class is cancelled, it is your responsibility to check Carmen and your email for information on work that needs to be completed in lieu of the Zoom class meeting and what you need to do for the next Zoom class period.
- Students are expected to use appropriate language with the instructor and with each other. In other words, profanity is not allowed in class.
- If you miss virtual class, it is your responsibility to obtain any material or information discussed during your absence.
- Please silence cell phones before zoom class begins.
- With the exception of the virtual class discussions, personal conversations during class time are never allowed.
- Additional information on various assignments will be posted on Carmen and/or will be explained further our zoom sessions.
- Students are required to check the discussion board at the start and end of each week and follow instructions related to class assignments.
- Sometimes we may use the discussion board to discuss a particular reading, topic, or assignment in place of a zoom class discussion. I will notify you in advance whenever this is the given method. Responses must be submitted through the discussion board platform

Student participation and attendance

Because this is a distance-education course, your attendance and participation are based on your presence in Zoom discussions as well as your online activity and participation. The following is a summary of everyone's expected participation:

- Being present. and prepared as well as actively participating in Zoom discussions
- As participation, during certain weeks you can expect to have to post and respond to other people's posts.
- You are expected to have substantive remarks related to the discussions.
- **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.

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-)

Grades

Assignment or category	Points
Participation (Zoom classes)	80
Carmen Discussion Posts	65
Discussion Leader	15
Engaged Reading Worksheets	75
Exam I	75
Exam II	75
Exam III	50
Research Project	75
<i>Extra Credit</i>	
<i>Total</i>	Points Possible 510 + Extra Credit
Percent Earned	Total points earned/500

See course schedule, below, for due dates

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 24-28	WHAT IS BLACK STUDIES? Tu: Introductions Th: <u>Carmen:</u> Johnnetta Cole, “Black Studies in Liberal Arts Education” San Francisco State College Black Students, “It is Detrimental to Us as Black Human Beings to be Controlled by Racists” Fabio Rojas, <i>From Black Power to Black Studies</i>
2	Aug 31-Sept 4	THEORIZING BLACK STUDIES Tu: Course Packet (CP): Manning Marable, “A Plea that Scholars Act...” <u>Carmen:</u> Joy James, “Teaching Community, Teaching Theory” Walter Rodney, “African History in the Service of Black Revolution” Group 1: ERW #1 on James Th: CP: Esteban Morales, from, <i>Race in Cuba</i> <u>Carmen:</u> John Davis, “Who is Black?: One Nation’s Definition”
3	Sept 7-11	UNDERSTANDING RACE & RACISM /COLONIZATION, SLAVERY, THE NEW WORLD Tu: <u>Carmen:</u> Charles W. Mills, <i>The Racial Contract</i> , Chap. 1

		<p>Group 2: ERW #1</p> <p>Th: CP: Mueni wa Muiu, “ ‘Civilization’ on Trial: The Colonial and Post Colonial State...” pp73-85 Carmen: Frantz Fanon, “Racism and Culture”</p>
4	Sept 14-18	<p>THE TRANSATLANTIC SLAVE TRADE</p> <p>Tu: Carmen: Raymond Gavins, “Diaspora Africans and Slavery” CP: Frederick Douglass, “What to the Slave is the 4th of July?”</p> <p>Th: Carmen: Barbara Bush, “Defiance or Submission?: The Role of the Slave Woman in Slave Resistance in the British Caribbean”</p> <p>Group 2: ERW #2</p>
5	Sept 21-25	<p>SLAVERY & THE NEW WORLD</p> <p>Tu: Carmen: Michael O. West and William G. Martin, “Haiti, I’m Sorry: The Haitian Revolution and the Forging of the Black Intellectual”</p> <p>Group 1: ERW #2</p> <p>Th: Exam I</p>
6	Sept 28-Oct 2	<p>RACE, IDENTITY & SELF-DETERMINATION POST EMANCIPATION</p> <p>Tu: Carmen: Marsha Darling, “Civil War to Civil Rights: The Quest for Freedom and Equality” pp121-134 “Black Philosophers and Intellectuals” – Washington and Wells-Barnett CP: Booker T. Washington, “The Atlanta Exposition” Ida B. Wells-Barnett, from <i>Southern Horrors</i></p> <p>Th: CP: Anna Julia Cooper, “The Status of Woman in America” W. E. B. DuBois, “Of Our Spiritual Strivings” Marcus Garvey, “Declaration of Rights of the Negro Peoples of the World” Carmen: “Black Philosophers and Intellectuals” – Cooper, DuBois, and Garvey</p>
7	Oct 5-9	<p>BLACK EXPRESSIVE CULTURE</p> <p>Tu: CP: Maulana Karenga, “Black Creative Production” pp 361-365 Langston Hughes, “The Negro Artist and the Racial Mountain” Toni Morrison, “Rootedness: The Ancestor as Foundation” Kariamuwelsh, “Dance as a Reflection of Life”</p> <p>Th: TBA</p>
8	Oct 12-16	<p>BLACK EXPRESSIVE CULTURE/BLACK LIBERATION: CIVIL RIGHTS</p> <p>Tu: CP: Maulana Karenga, “Black Creative Production” pp 369-380 Carmen: Greg Tate, “Hip Hop Turns 30” Marc Perry, “Hip Hop’s Diasporic Landscapes of Blackness”</p> <p>Th: CP: Joann Christian Mants, “We Turned this Upside-Down World Right Side Up” Joy James, “Ella Baker, ‘Black Women’s Work’, and Activist Intellectuals”</p>

		<p><u>Carmen</u>: Darling, “Civil War to Civil Rights” pp134-140 Martin Luther King, Jr, “Letter from a Birmingham Jail”</p>
9	Oct 19-23	<p>BLACK LIBERATION: BLACK POWER & BLACK FEMINISM</p> <p>Tu: <u>Carmen</u>: Darling, “Civil War to Civil Rights” pp140-145 Malcolm X, “The Ballot or the Bullet” Assata Shakur, “To My People (July 4th Address)” Walter Rodney, “Black Power, its Relevance to the West Indies” Group 2: ERW #3 on Malcolm X</p> <p>Th: CP: “Combahee River Collective Statement” Awa Thiam, “Feminism and Revolution” <u>Carmen</u>: Barbara Ransby, “Afrocentrism, Cultural Nationalism, and the Problem with Essentialist Definitions of Race, Gender, and Sexuality” Group 1: ERW #3 on Thiam</p> <p>Fr: Research Project Proposal Due</p>
10	Oct 26-30	<p>BLACK LIBERATION: ANTICOLONIALISM</p> <p>Tu: CP: M. wa Muiu, “Civilization’ on Trial,” pp86-90 <u>Carmen</u>: Steve Biko, “The Definition of Black Consciousness” Group 2: ERW #4 on Biko</p> <p>Th: Exam II</p>
11	Nov 2-6	<p>COMTEMPORARY CONCERNS: GENDER & SEXUAL POLITICS</p> <p>Tu: <u>Carmen</u>: Patricia Hill Collins, “Very Necessary: Redefining Black Gender Ideology” Damon Young, “Straight Black Men are the White People of Black People” Group 1: ERW #4 on Collins</p> <p>Th: Brandon Patterson, “Why You Can’t be Pro-Black and Homophobic at the Same Time” <i>African LGBTI Manifesto</i> Watch film before class: <i>The New Black: LGBT Rights and African American Communities</i></p>
12	Nov 9-13	<p>COMTEMPORARY CONCERNS: REPRODUCTIVE JUSTICE/ POLICE BRUTALITY</p> <p>Tu: CP: Jael Silliman, et al. “African American Women Seed a Movement” <u>Carmen</u>: “Meet Dr. Willie Parker, A Southern Christian Abortion Provider” Marlo David, “State Violence and Pregnant Black Mothers” Group 2: ERW #5 on Silliman</p> <p>Th: CP: DOJ, “Investigation into the Ferguson Police Department” <u>Carmen</u>: Paul Butler, from <i>Chokehold</i> Andrea Ritchie, “Policing Girls”</p>

13	Nov 16-20	<p>CONTEMPORARY CONCERNS: MASS INCARCERATION & M4BL</p> <p>Tu: CP: Michelle Alexander, “The New Jim Crow” <u>Carmen:</u> Excerpts from, <i>The Redemption Project</i> Group 1: ERW #5 on Alexander</p> <p>Th: CP: Angela Davis, “Ferguson Reminds Us the Importance of a Global Context” Barbara Ransby, “Ella Taught Me: Shattering the Myth of the Leaderless Movement” <u>Carmen:</u> Robyn Spencer, “Black Identity Extremists: COINTELPRO 2017”</p>
14	Nov 23-27	<p>CONTEMPORARY CONCERNS: ENVIRONMENTAL JUSTICE</p> <p>Tu: TBA</p> <p>Th: NO CLASS: THANKSGIVING BREAK</p>
15	Nov 30-Dec 4	<p>Tu: FINAL PROJECT DUE/PRESENTATIONS</p> <p>Th: FINAL PROJECT PRESENTATIONS</p>
16	Dec 7-9	Date TBA: Exam III

The Ohio State University at Newark
AAAS 1101: Introduction to African American & African Studies
Spring 2020 Tu, Th 12:45-2:05pm

Dr. Tiyi M. Morris
Office: 2072 Founders Hall
Office Hours: Tu/Th 10-11am;
by appt.

Phone: 740-366-9113
E-mail: morris.730@osu.edu
Website: <https://carmen.osu.edu>

REQUIRED TEXT (Only available at the OSU Newark bookstore)

- Course Packet

COURSE DESCRIPTION

Introduction to African American and African Studies focuses on the events and ideas that have shaped and defined our understanding of the Africana experience. Drawing upon various disciplines, this course is a selective survey of the history, culture, philosophy, and sociology of the African Diaspora. As an introductory course, every aspect of the Black experience cannot be covered thoroughly. However, the selected materials should provide significant insights. Students will be introduced to historical and socio-cultural circumstances that have brought about and shaped Black Studies. This course will also explore issues of vital importance to members of the African Diaspora such as the impact of slavery, Black feminisms, political activism, and resistance. In so doing, students should gain a basic understanding of the issues, themes, and problems covered, the global positioning of people of African descent, and hopefully become interested in more in-depth research in Black Studies. The methods of organization are thematic and chronological. Overall, the course is an introduction to the making of the modern world, from the standpoint of Black experiences globally. The course seeks to expose students to the range and complexities of African-derived experiences worldwide and to have participants understand how race is a core construction and theme in the lived experiences of African peoples around the world.

GE Social Science:

This course fulfills one of OSU's General Education (GE) requirements. The following information can be found at <http://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes>.

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. **Individuals and Groups** expected learning outcomes:

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.

COURSE OBJECTIVES

1. Students will examine some of the major themes and subject areas in African American and African Studies.
2. Students will understand the development, purposes, and scope of the discipline of Black Studies.
3. Students will understand the influence/impact of racial constructions and racial oppression in American society in both an historical and contemporary context. Students will understand how privilege and power (based on a variety of social constructions) operate in American society.
4. Students will understand how a knowledge of the Africana experience can enhance their approach to contemporary social, cultural, and political issues and prepare them for world citizenship.
5. Students will understand the value of intersectionality in analyzing systems of oppression.
6. Students will develop and strengthen critical writing and analytical skills, while challenging traditional ways of thinking about difference.

LEARNING OUTCOMES (corresponding to the above course goals and to satisfy the Social Science: Individuals and Groups GE Requirement)

- 1a. Students will explain the following concepts: the social construction of race; Afrocentricity; Black feminism; pan-Africanism; anti-colonialism; and Black nationalism.
- 1b. Students will explain the impact of the Trans-Atlantic Slave trade and colonialism.
- 1c. Students will explain the role and significance of Black expressive culture.

- 2a. Students will explain the social, cultural, and political events and catalysts that led to the establishment of Black Studies.
- 2b. Students will explain the pedagogy and goals of Black Studies.
- 2c. Students will distinguish between Black Studies and the study of Blacks.

- 3a. Students will explain the impact and legacy of institutional racism on individuals and communities.
- 3b. Students will be able to explain various Black social justice movements.
- 3c. Students will be able to compare and contrast various Black social justice movements.

- 4a. Students will illustrate the ways that contemporary issues of racial, gender, and class injustice are impacting Blacks.
- 4b. Students will explain similarities and differences in the experiences of members of the African Diaspora.
- 4c. Students will formulate ideas about how individuals can challenge injustices facing Black communities in contemporary society.

- 5a. Students will explain the concept of intersectionality.
- 5b. Students will explain in what contexts intersectionality has been used.
- 5c. Students will describe why intersectionality is a useful framework.
- 5d. Students will explain the consequences of a non-intersectional approach.

REQUIREMENTS/GRADING

Attendance is mandatory. Everyone is allowed four (4) absences from class. There are no excused or unexcused absences. Any absence after four, for any reason, will result in a deduction of 15 points per absence from your final grade. Therefore, it is wise to save your absences for religious observations, required university activities, and/or real emergencies. Coming to class late or leaving early 3 times will count as 1 absence. Missing half of class will count as an absence. **Seven (7) absences results in automatic failure of the course.**

Participation (75) points) This is a reading intensive and participation centered course. I will give several mini-lectures to supplement, not summarize, the assigned readings. Readings are due on the date they are listed on the syllabus. Students are expected to actively participate in class discussion of the assigned readings and topics. You should come to class having completed all the readings and prepared to engage in serious and constructive dialogue. The classroom is a place to debate and explore ideas. Everyone must be respected, even if you do not agree with their comments. Personal attacks are unacceptable as are sexist, racist, classist, or homophobic language or any other forms of discrimination and expressions of intolerance. Your participation will be graded on both the frequency and quality of your contributions to discussions. Remember that class participation means speaking and listening. Make sure that you practice equal parts of both. The Participation Grading Rubric is available on Carmen.

While participation is required, to earn full participation points, you must also come to class with the necessary materials (text(s), paper, writing utensil, etc.).

Occasionally, in-class assignments will serve as an additional means of assessing your completion and comprehension of the readings.

Response Papers (50 points) Students are required to write 2 short papers, worth 25 points each, about the readings. Papers should be 2 pages, double-spaced, in Times New Roman size 12 font, and margins should be set at 1 inch on all sides. Staple multiple pages. Response papers are due in class and on Carmen on the day listed on the syllabus for your group. This assignment is not a summary of the readings but an opportunity to reflect on what you have learned from that day's material. Grammar and spelling are considered in assigning a grade. Late response papers will not be accepted.

Engaged Reading Worksheets (ERW) (75 points) ERWs are worth 15 points each and must be submitted 5 times during the course of the semester. You will be divided into two groups and your worksheets will be due in class on the dates listed on the syllabus for your group. Late ERWs will not be accepted.

Research Project (75 points) Guidelines will be discussed in class.

Exams (225 points) There will be 3 essay exams each worth 75 points.

Extra Credit Students will have opportunities to attend campus and/or community events for extra credit. You must submit a 2-paragraph response that provides a summary of the event and discusses whether or not you liked the event and why. You can attend up to four events during the semester. Events will be listed on the Carmen announcements page. Responses must be submitted to the Extra Credit folder(s) on Carmen within 1 week of the event.

UNIVERSITY POLICIES

Land Acknowledgement

The Ohio State University acknowledges that its campuses have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, Delaware, and the People of Fort Ancient, Hopewell, and Adena cultures also known as the earthworks builders, as well as other tribal nations of the region. The Ohio State University honors and respects the diverse Indigenous peoples connected to this land on which we gather.

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.

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 33356-5-487). For additional information, see the Code of Student Conduct <https://trustees.osu.edu/bylaws-and-rules/code>.

Disability Services

Any student who needs accommodations due to any type of disability must first register with Student Life Disability Services (SL-DS). Please call Student Life at 740-364-9578 or stop by Warner Center 226 to discuss procedures for getting accommodations.

After accommodations are authorized, you will receive an Access Letter to share with your professors to help with the conversation about your needs. You do not need to disclose your disability to faculty. Although accommodations may be authorized any time in a term, it is to your best interest to disclose your needs during the first week of class.

Regardless of whether or not you have registered with Student Life Disability Services, if you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me as soon as possible so that we can discuss options to support your academic success. Additional information can be found at <http://newark.osu.edu/students/student-life/disability-services.html>.

CLASS POLICIES

*****Changes to the syllabus may be made at the professor's discretion.*****

- Read the syllabus in its entirety to familiarize yourself with the course requirements, assignments, and policies.
- This is a tentative schedule and may change to accommodate class needs. The online syllabus is always the most recent version.
- I will only read and respond to emails from OSU accounts; do not email me from your personal account.
- Always bring the assigned readings to class. As a class that centers on discussion of the text, you must come to class with a copy of the readings so that you can discuss and refer to them during class.
- We will not discuss each reading with the same level of depth. You are, however, responsible for all the assigned material, whether or not we discuss it in class.
- Students must respect their own and their fellow students' investment in the course by refraining from distracting behaviors during class including arriving late, leaving class unnecessarily, and talking.
- **Eating is not allowed** during class.
- Carmen is necessary for both submitting assignments and checking for announcements and information. Thus, you are responsible for being able to access and use Carmen. If you are having problems accessing Carmen, contact the help desk or use one of the computer labs.
- For your Response Papers and Research Project to be complete, I will need both an electronic and hard copy of your papers. These assignments are due in class and must also be submitted to Carmen. Do not email me assignments. Assignments not submitted to Carmen will not be graded.
- If class is cancelled, it is your responsibility to check Carmen and your email for information on work that needs to be completed in lieu of the class meeting and what you need to do for the next class period.
- Students are expected to use appropriate language with the instructor and with each other. In other words, profanity is not allowed in class.
- If you miss class, it is your responsibility to obtain any material or information discussed during your absence.
- Please silence cell phones before class begins. Cell phone usage (calls, texts, emails, etc.) is not permitted during class. If a student uses the phone at any point during the class or if a student's cell phones rings during class, the student may be asked to leave, and 5 points will be deducted from their final grade for each infraction.
- With the exception of class discussions, personal conversations are not allowed.
- Students may not use laptops, iPads, e-readers, or other electronic devices during class, unless previously approved by the professor.
- Do not put your feet on the furniture.

GRADING SCALE

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

Course Schedule

Week 1: Jan. 6-10 What is Black Studies?

Tu: Introductions

Th: Carmen: Johnnetta Cole, “Black Studies in Liberal Arts Education”

San Francisco State College Black Students, “It is Detrimental to Us as Black Human Beings to be Controlled by Racists”

Fabio Rojas, *From Black Power to Black Studies*

Week 2: Jan. 13-17 Theorizing Black Studies/Understanding Race and Racism

Tu: Course Packet (CP): Manning Marable, “A Plea that Scholars Act Upon...”

Carmen: Joy James, “Teaching Community, Teaching Theory”

Walter Rodney, “African History in the Service of Black Revolution”

Group 1: ERW #1 on James

Th: CP: Esteban Morales, from, *Race in Cuba*

Carmen: John Davis, “Who is Black?: One Nation’s Definition”

Week 3: Jan. 20-24 Understanding Race & Racism/Colonization, Slavery, the New World

Tu: Carmen: Charles W. Mills, *The Racial Contract*, Chap. 1

Group 2: ERW #1

Th: CP: Mueni wa Muiu, “ ‘Civilization’ on Trial: The Colonial and Post Colonial State...” pp73-85

Carmen: Frantz Fanon, “Racism and Culture”

Week 4: Jan. 27-31 The Transatlantic Slave Trade

Tu: Carmen: Raymond Gavins, “Diaspora Africans and Slavery”

CP: Frederick Douglass, “What to the Slave is the 4th of July?”

Th: Carmen: Barbara Bush, “Defiance or Submission?: The Role of the Slave Woman in Slave Resistance in the British Caribbean”

Group 2: ERW #2

Week 5: Feb. 3-7 Slavery and the New World

Tu: Carmen: Michael O. West and William G. Martin, “Haiti, I’m Sorry: The Haitian Revolution and the Forging of the Black Intellectual”

Group 1: ERW #2

Th: Exam I

Week 6: Jan. 10-14	Race, Identity & Self-Determination Post-Emancipation
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Tu: Carmen: Marsha Darling, “Civil War to Civil Rights: The Quest for Freedom and Equality” pp121-134

“Black Philosophers and Intellectuals” – Washington and Wells-Barnett

CP: Booker T. Washington, “The Atlanta Exposition”

Ida B. Wells-Barnett, from *Southern Horrors*

Th: CP: Anna Julia Cooper, “The Status of Woman in America”

W. E. B. DuBois, “Of Our Spiritual Strivings”

Marcus Garvey, “Declaration of Rights of the Negro Peoples of the World”

Carmen: “Black Philosophers and Intellectuals” – Cooper, DuBois, and Garvey

Week 7: Feb. 17-21	Black Expressive Culture
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Tu: CP: Maulana Karenga, “Black Creative Production” pp 361-365

Langston Hughes, “The Negro Artist and the Racial Mountain”

Toni Morrison, “Rootedness: The Ancestor as Foundation”

Kariamuw Welsh, “Dance as a Reflection of Life”

Group 2: Response Paper #1

Th: CP: Maulana Karenga, “Black Creative Production” pp 369-380

Carmen: Greg Tate, “Hip Hop Turns 30”

Marc Perry, “Hip Hop’s Diasporic Landscapes of Blackness”

Week 8: Feb. 24-28	Black Liberation: Civil Rights and Black Power
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Tu: CP: Joann Christian Mants, “We Turned this Upside-Down World Right Side Up”

Joy James, “Ella Baker, ‘Black Women’s Work’, and Activist Intellectuals”

Carmen: Darling, “Civil War to Civil Rights” pp134-140

Martin Luther King, Jr, “Letter from a Birmingham Jail”

Group 1: Response Paper #1

Th: Carmen: Darling, “Civil War to Civil Rights” pp140-145

Malcolm X, “The Ballot or the Bullet”

Assata Shakur, “To My People (July 4th Address)”

Fred Hampton, “The People Have to Have the Power”

Walter Rodney, “Black Power, its Relevance to the West Indies”

Group 2: ERW #3 on Malcolm X

Week 9: Mar. 2-6	Black Liberation: Black Feminism
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Tu: CP: “Combahee River Collective Statement”

Awa Thiam, “Feminism and Revolution”

Carmen: Barbara Ransby, “Afrocentrism, Cultural Nationalism, and the Problem with Essentialist Definitions of Race, Gender, and Sexuality”

Group 1: ERW #3 on Thiam

Th: TBA

Research Project Proposal Due

Week 10: Mar. 9-13	Spring Break
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No class

Week 11: Mar. 16-20	Black Liberation: Anticolonialism
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Tu: CP: M. wa Muiu, “Civilization’ on Trial,” pp86-90

Carmen: Steve Biko, “The Definition of Black Consciousness”

Group 2: ERW #4 on Biko

Th: Exam II

Week 12: Mar. 23-27	Contemporary Concerns: Gender & Sexual Politics/ Reproductive Justice
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Tu: Carmen: Patricia Hill Collins, “Very Necessary: Redefining Black Gender Ideology”

Damon Young, “Straight Black Men are the White People of Black People”

Brandon Patterson, “Why You Can’t be Pro-Black and Homophobic at the Same Time”

Watch film before class: *Black Is, Black Ain’t*

Group 1: ERW #4 on Collins

Th: CP: Jael Silliman, et al. “African American Women Seed a Movement”

Carmen: “Meet Dr. Willie Parker, A Southern Christian Abortion Provider”

Marlo David, “State Violence and Pregnant Black Mothers”

Group 2: ERW #5 on Silliman

Week 13: Mar. 30-Apr. 3	Contemporary Concerns: Mass Incarceration
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Tu: CP: Michelle Alexander, “The New Jim Crow”

Carmen: Excerpts from, *The Redemption Project*

Group 1: ERW #5 on Alexander

Th: TBA

Week 14: Apr. 6-10	Contemporary Concerns: Police Brutality & M4BL
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Tu: CP: DOJ, “Investigation into the Ferguson Police Department”

Carmen: Paul Butler, from *Chokehold*

Andrea Ritchie, “Policing Girls”

Group 2: Response Paper #2

Th: CP: Angela Davis, “Ferguson Reminds Us the Importance of a Global Context”

Barbara Ransby, “Ella Taught Me: Shattering the Myth of the Leaderless Movement”

Carmen: Robyn Spencer, “Black Identity Extremists: COINTELPRO 2017”

Group 1: Response Paper #2

Week 15: Apr. 13-17	Contemporary Concerns: Environmental Justice
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Tu: Carmen: Readings TBA

Th: Final Projects Due

Exam III: Thursday, April 23rd, 12:40-2:25pm

GE ASSESSMENT REPORT FORM

African American and African Studies

Course: AFAMAST 1101

Term: Autumn 2020

Instructor: Dr. Tiyi Morris

Number of Enrolled Students: 45

GE ELO: Social Science: Individuals and Groups	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
ELO1 Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.	100% of the students present at least 80% of the time will meet fair requirements 70% will meet good requirements	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, after further discussion, adjustments will be made to ensure that students are being challenged to an appropriate level.
ELO2 Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.	100% of the students present at least 80% will meet fair requirements 70% will meet good requirements	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, after further discussion, adjustments will be made to ensure that students are being challenged to an appropriate level.
ELO3 Students comprehend and assess individual and	100% of the student present at least 80% will meet fair requirements	At the end of each course offering, the instructor will review the data compiled from the GE ELO scoring

group values and their importance in social problem solving and policy making.	70% will meet good requirements	rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% fair requirement/70% good requirement proves too low, after further discussion, adjustments will be made to ensure that students are being challenged to an appropriate level.
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GE: Social Science: Individuals and Groups

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

Question/Assignment: Students will complete engaged reading worksheets that require them to express their understanding of various theories and methods of social and scientific inquiry as they apply to individuals and groups within the purview of current Black Studies.

Sample: Students responses to reading worksheets demonstrate understanding of relevant theories and methods of inquiry, including Black feminism, Afrocentricity, intersectionality, pan-Africanism, anti-colonialism, and Black Nationalism.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of the theories and methods of inquiry in Black Studies	Demonstrates an adequate understanding of the theories and methods of inquiry in Black Studies	Demonstrates a partial understanding of the theories and methods of inquiry in Black Studies	Demonstrates little or no understanding of the theories and methods of inquiry in Black Studies	

ELO2: Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Question/Assignment: Along with the readings, at various points in the term students will be provided with related links to clips and films. After watching the videos and doing the connected readings, they will be required to express their understanding of the behavior of individuals, their differences and similarities in social and cultural contexts in terms of Black expressive culture and the social, cultural, and political events that led to the establishment of Black Studies as well as exploring the similarities and differences in the experience of members of the African Diaspora.

Sample: At various points during the semester, students will be placed in the positions of discussion leader. They are expected to summarize an assigned text, and critically analyze the text. This assignment assesses their understanding of the global Black experience, and the social, cultural, and political events that led to the establishment of Black Studies. The assignment asks student to reflect on the similarities and differences in the experience of members of the African Diaspora.

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.	

ELO3: Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Specific Question/Assignment: Student will complete research project on a topic relevant to current Black Studies. One of the goals of the research project is to offer policy recommendations that address an important social problem.

Sample: A student's Research Project examines the variation in sentencing for similar crimes like illegal drug offenses between Blacks and Whites, the student may come to the conclusion that policies, practices, and procedures need to be created that prevent such disparities from taking place and initiatives need to be created to rectify such inequalities.

Excellent	Good	Fair	Poor	Total
Demonstrates thorough understanding of how to comprehend and assess individual and group values and their importance in social problem solving and policy making	Demonstrates adequate understanding of how to comprehend and assess individual and group values and their importance in social problem solving and policy making	Demonstrates partial understanding of how to comprehend and assess individual and group values and their importance in social problem solving and policy making	Demonstrates little to no understanding of how to comprehend and assess individual and group values and their importance in social problem solving and policy making	

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: AfAMAST 1101

Instructor: Tiyi Morris

Summary: Introduction to African American and African Studies

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"> Office 365 Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Carmen Discussion Board Carmen Wiki Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free.
6.4 The course technologies are current.	X			All are updated regularly.
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 are 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			university accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
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: 7/22/20

- Reviewed by: Ian Anderson

Notes: This looks good!

^aThe 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; slds.osu.edu.

^bAdd 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>

^cAdd 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.