

Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2381
Course Title Introduction to the Black Atlantic
Transcript Abbreviation IntroBlackAtlantic
Course Description The term 'Black Atlantic' describes encounters between Africans, Europeans, and Americans that have shaped our modern world: its politics, its literature, its art, and its economics. This class examines the literature of these encounters and relevant media in visual art and cinema depicting enslavement of Africans and resistance to slavery, racism, and the politics of white supremacy.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Prerequisite: English 1110
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

Race, Ethnic and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Students analyze writing about slavery, consider the significance of slavery to definitions of citizenship, and explore literature of revolution and reform to discover the importance of language in both describing and enacting social change.

Content Topic List

- Diaspora of black literature and media that moves beyond traditional disciplinary borders and across literary subfields.
- Transatlantic literature, visual culture, and primary documentation in the culture of black struggle--for freedom, equal recognition, and civic representation.
- The persistent modern aspiration of black nationhood.
- Ways that black writers and artists across 4 centuries have represented the African diaspora and its effects on the conception of black citizenship.

Sought Concurrence

Yes

Attachments

- Black Atlantic Syllabus and Proposal.docx: Proposal and Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- GE Submission Form, REGD, Intro to the Black Atlantic, English 2381.pdf: GE Submission Form
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- Concurrence AAAS.docx: Concurrence
(Concurrence. Owner: Lowry,Debra Susan)
- Black Atlantic Syllabus and Proposal Revised 4-19-21.docx: Revised Proposal and Syllabus
(Syllabus. Owner: Lowry,Debra Susan)

Comments

- Please see Panel feedback email sent 04/15/21. *(by Hilty,Michael on 04/15/2021 02:33 PM)*
- Please request concurrence from AAAS. *(by Vankeerbergen,Bernadette Chantal on 03/31/2021 05:58 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	03/30/2021 08:47 PM	Submitted for Approval
Approved	Winstead,Karen Anne	03/31/2021 12:40 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/31/2021 05:58 PM	College Approval
Submitted	Lowry,Debra Susan	04/01/2021 03:59 PM	Submitted for Approval
Approved	Lowry,Debra Susan	04/01/2021 04:00 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/01/2021 05:49 PM	College Approval
Revision Requested	Hilty,Michael	04/15/2021 02:33 PM	ASCCAO Approval
Submitted	Lowry,Debra Susan	04/19/2021 12:50 PM	Submitted for Approval
Approved	Lowry,Debra Susan	04/19/2021 12:51 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	04/19/2021 12:51 PM	College Approval

English 2381: Introduction to the Black Atlantic

Rationale: At least since Paul Gilroy's seminal book *The Black Atlantic* (1993), scholars have been invested in a diaspora of black literature and media that moves beyond traditional disciplinary borders and across literary subfields. Covering transatlantic literature, visual culture, and primary documentation such as the first Haitian constitution and the pamphlets of Jamaican revolt, "English 2381: The Black Atlantic" would involve students in the culture of black struggle--for freedom, equal recognition, and civic representation. As we have designed it, the course is also comparative. For example, to show the persistent modern aspiration of black nationhood, we place texts from Haiti's revolution side by side with the 2018 superhero film *Black Panther*.

There are three primary reasons to add such a course to the English curriculum. First, the course is highly relevant to the present struggle for racial justice. We in the United States are living through a second civil rights movement--but its liberatory current has also swept across the globe. Broadcast around the world via traditional and social media, these uprisings recall the dissemination of influential abolitionist texts and images internationally throughout the 18th-19th centuries. Second, the course may include a broader media component, as it brings together text and image, both still and moving. GE students who may be less comfortable with older literatures and styles of composition may be encouraged by the course's pivoting between, say, *The History of Mary Prince* (1832) and Ousmane Sembène's 1966 film *Black Girl*. Not only could such an arrangement compliment and prepare students for an array of existing courses in black literature, but it could presage many of the courses in media, film, and television for which OSU's faculty is also known. Finally, the course could involve a whole range of faculty across national traditions (the U.S., Britain, Africa, the Caribbean) and centuries (from the 17th to the 21st). In fact, the original offering was designed to be team-taught, perhaps by one faculty member working in American lit and the other working in the British/European area (although the budget structure of the university may, sadly, prohibit such an arrangement.) This setup underscores the transatlanticism of the Black Atlantic itself and could produce a new, perhaps exciting, dynamic for students and instructors. We have enclosed a syllabus constructed by Jamison Kantor and Elizabeth Hewitt, but other colleagues including Susan Williams, Jacob Risinger, Clare Simmons, and Jesse Schotter have indicated their interest in teaching the course.

We should also note that the course would fulfill a requirement Race, Ethnicity and Gender Diversity. Surprisingly, very few of our GE offerings in the English Department address this requirement.

English 2381: Introduction to the Black Atlantic

Prof. Elizabeth Hewitt (hewitt.33@osu.edu) and Jamison Kantor (kantor.41@osu.edu)
Tuesdays and Thursdays, 11:10 am-12:30 pm. in xxxxx

Description: The term ‘Black Atlantic’ comes from the title of a book by cultural historian, Paul Gilroy, to describe the encounters between African, European, and American that he argues have shaped our modern world: its politics, its literature, its art, and its economics. This class will study the literature of this encounter--as well as relevant media in visual art and cinema--focusing on work that describes the enslavement of Africans and literature that depicts resistance to slavery, racism, and the politics of white supremacy. We will also consider the ways that the black writers and artists across 4 centuries have represented the African diaspora and its effects on the conception of black citizenship.

Expected Learning Outcomes:

- To analyze writing about slavery (the Atlantic slave trade and the enslavement of African peoples) and the significance of slavery to definitions of citizenship in the United States and Great Britain.
- To analyze writing about the African diaspora and the ways its provides a unique model for the study of global citizenship.
- To analyze historical texts across a variety of genres (fiction, poetry, autobiography), media (text, film, still image) and disciplines (literature, politics, economics) and gain aptitude in such comparative work.
- To study the literature of revolution and reform and discover the importance of language in both describing and enacting social change.

General Education Expected Learning Outcomes:

Foundations: Race, Ethnic, and Gender Diversity	
Goals	Expected Learning Outcomes
Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.	Successful students are able to ...
	1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
	1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
	1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.	1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.
	2.1 Demonstrate critical self- reflection and critique of their social positions and identities.
	2.2 Recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.
	2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Course Schedule:

Citizen of the World

Tue., 1/11: Intro / Course Policies and Expectations

Th., 1/13: Selections from *Narrative of the Most Remarkable Particulars in the Life of James Albert Ukawsaw Gronniosaw* (UV pp. 32-58) and *Narrative of the Life and Adventures of Venture Smith* (UV pp. 369-78)

Tue., 1/18: Olaudah Equiano, from *The Interesting Narrative of the Life of Olaudah Equiano* (UV pp. 186-215)

Th., 1/20: Olaudah Equiano, from *The Interesting Narrative of the Life of Olaudah Equiano* (UV pp. 216-244)

- Quiz 1 due 1/16

Middle Passage

Tue., 1/25: Phillis Wheatley, Selected Poetry (UV pp. 59-71)

Th., 1/27: Phillis Wheatley, Selected Poetry (continued); Honorée Fanonne Jeffers, *The Age of Phillis* (pp. 1-17)

Tue., 2/1: Honorée Fanonne Jeffers, *The Age of Phillis* (pp. 23-37; 46; 75-84; 1-3-104); David Dabydeen, from *Turner**; J.M.W. Turner “The Slave Ship“ (image)*

Th., 2/3: M. NourbeSe Philip, from *Zong!**

- Quiz 2 due 2/6

Migratory Labor

Tue., 2/8: Mary Prince, *The History of Mary Prince* (pp. 1-38)

Th., 2/10: Mary Prince, *The History of Mary Prince* (continued)

Tue., 2/15: *Black Girl* (dir: Ousmane Sembène, 1966)

Th., 2/17: *Black Girl*

- Quiz 3 due 2/20

Tue., 2/22: Juan Manzano, from *Poems by a Slave in the Island of Cuba, Recently Liberated* *

Th., 2/24: Frances Harper, selected poems*; Paul Laurence Dunbar, selected poems*

Black Nation

Tue., 3/1: Primary documents and reflections on the Haitian Revolution: “Decree of the National Convention” and “Constitution”*

Th., 3/3: C.L.R James, “From Touissant L’Ouverture to Fidel Castro”*; William Wordsworth, “To Toussaint L’Ouverture”;* Paintings from Guillaume Lethière*.

- Quiz 4 due 3/6

Tue., 3/8: *Black Panther* (dir. Ryan Coogler, 2018)

Th., 3/10: *Black Panther*

-SPRING BREAK-

Black Revolution

Tue., 3/22: John Stedman, from *The Narrative of a Five Years Expedition against the Revolted Negroes of Surinam**

Th., 3/24: Robert Wedderburn, writings on Jamaican liberation*

- Quiz 5 due 3/27

Tue., 3/29: Frederick Douglass, “The Heroic Slave” (pp. 3-52)

Th., 3/31: Frederick Douglass, “The Heroic Slave” (continued)

Tue., 4/5: Herman Melville, *Benito Cereno* (pp. 38-92)

Th., 4/7: Herman Melville, *Benito Cereno* (pp. 93-112)

- Quiz 6 due 4/10

Tue., 4/12: James McBride, *The Good Lord Bird* (pp.1-218)

Th., 4/14: James McBride, *The Good Lord Bird* (pp. 219-250)

Tue., 4/19: James McBride, *The Good Lord Bird* (pp. 250-457)

Th., 4/21: Course Wrap-up and Q&A

Required Texts:

- *Unchained Voices: An Anthology of Black Authors in the English-Speaking World*, ed. Vincent Carreta (978-0813190761). UV in syllabus
- Honoré Fanonne Jeffers, *The Age of Phillis* (978-0819579492)
- *The History of Mary Prince* (978-1719492324)
- Frederick Douglass, *The Heroic Slave*, Ed. Robert Levine, John Stauffer, and John R. McKivigan (978-0300184624)
- Herman Melville, *Benito Cereno* (978-0486264738)
- James McBride, *The Good Lord Bird* (978-1594632785)
- Course .pdfs – Includes public domain texts from Juan Manzano, John Stedman, Robert Wedderburn, and texts/images on Haitian liberation. * in syllabus

Required Assignments

Reading Quizzes. To be successful in this course, you must read the assigned materials. To help ensure that you keep up with this reading, there will be 6 online Carmen quizzes, consisting of multiple choice and short answer questions. They will be available after the Thursday class and

due by Saturday at 11:59 pm. The schedule is located in the syllabus. The cumulative average of all quizzes will constitute 20% of your final grade.

Response Paper. One important concept that has emerged in our study of the Black Atlantic is *movement* between both locations and identities. Please write a short (3 page) paper that focuses on **one** text we have read so far and offers a description and analysis of how this work depicts movement or transition. Either choose 1) a moment of motion or transition and offer a detailed description of *how* the captures this transitional space; 2) two different spaces in the text and offer a detailed description of *how* the author uses language to capture the differences between these spaces. Your analysis should focus on how these small moments in the text your reading of the whole work. The essay is worth 20% of your grade and will be due **Friday, March 11 at 11:59 pm.**

Revolution Mixtape and Response. Choose a character from one of the works we have read that has represented revolution (*The Good Lord Bird*, *Benito Cereno*, “The Heroic Slave,” any of the work about the Haitian Revolution, *Black Panther*, or the selections from Stedman). Assemble a playlist of 4-5 songs that you think represent this character (the songs can be from any period and in any genre and feel free to move between periods and genre if you wish): send me a link to your playlist (using either Spotify or AppleMusic). You also need to write a 4-5 page paper in which you explain *why* you chose the songs you did: how do these particular choices reflect important aspects of the character and/or work? What particular scenes from the text motivated your choices? Do they all work together or were you trying to represent different moments or features of the character? Be as detailed as possible in describing both your primary text and your musical selections. This project is worth 20% of your grade and will be due **Thursday, April 28 at 11:59 pm.**

Participation and Carmen Posts. One of the pleasures of the literature classroom is having a chance to discuss large and small ideas that come from our reading. I encourage your active participation in class. But I also recognize that it can be a little daunting to speak in class and as such, your participation grade will be based on written comments posted to Carmen. Every student is required to post to the Carmen Discussion site at least **five** times in the semester a very short response of approximately 300-400 words. Your post can be an original question, observation, analysis, or commentary about one or more of the texts we read during this module. The average of these Carmen Discussion Posts will be worth 20% of your grade.

Final Exam. There will be a take home final exam that will ask short essay questions requiring you to draw connections across the texts we have read this semester. The exam will be worth 20% of your grade. I will post questions on **Friday, April 22** and it will be due on **Thursday, April 28** at 11:59.

Grading Scheme

93% -100%	A
90%	A-
87%	B+
83%	B
80%	B-

77%	C+
73%	C
70%	C-
67%	D+
60%	D
0%	E

Course Policies

Attendance and Lateness policy. Your regular attendance is important to me and is crucial to your success in this class. If you cannot attend class because of illness or quarantine, please let me know so that we can make arrangements. If you don't communicate with me, you will be marked absent -- and these absences will negatively affect your grade. Your grade will be lowered by half a grade after 3 absences. (Thus, if your final average is an A-, but you have missed 4 classes, then you will receive a B+ for a final grade).

Diversity and Inclusion.

I am committed to ensuring a safe, respectful, and supportive environment for all members of our community, regardless of their race, ethnicity, national origin, sex, gender identity, gender expression, sexual orientation, citizenship status, religion, disabilities, military status, age, socio-economic background, and other kinds of diverse identities that we bring to class. Your success at Ohio State and the greater world is enhanced by the innovation and creativity of thought that an inclusive classroom provides. Let us together create a learning environment in which we treat others with dignity, respect, and kindness.

Electronic media policy.

Laptops and tablets are permitted, so long as they are being used for course-related activities. Please be courteous to your colleagues and me and do not browse. Mobile phones are not permitted.

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so we recommend

that you review the *Code of Student Conduct* and, specifically, the sections dealing with 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/>.

If we suspect that a student has committed academic misconduct in this course, we are obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

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 find yourself feeling isolated, anxious or

overwhelmed, please know that there are resources to help: ccs.osu.edu. 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 Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Academic Support Services and Resources

For support on matters relating to scheduling courses, paying for tuition, and viewing grades at the Student Services Center (<http://ssc.osu.edu>).

OSU's Academic Advising website (<http://advising.osu.edu/welcome.shtml>) will help you schedule an appointment with an advisor, obtain tutoring, order a transcript, or run a degree audit.

Students seeking advice on their English major or minor should visit the Advising page of the English Department website (<https://english.osu.edu/undergraduate/advising>)

Accessibility accommodations for students with disabilities

Requesting accommodations

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, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307.

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

From: Skinner, Ryan <skinner.176@osu.edu>
Sent: Thursday, April 1, 2021 3:45 PM
To: Lowry, Debra <lowry.40@osu.edu>; Adeeko, Adeleke <adeeko.1@osu.edu>
Cc: Beckham, Jerrell <beckham.4@osu.edu>; Winstead, Karen <winstead.2@osu.edu>
Subject: Re: Concurrence

Dear Deb (if I may),

AAAS would be happy to grant concurrence for this course, English 2381.

Please take this email as confirmation.

Best,

Ryan

[Ryan Skinner](#)

Associate Professor

School of Music

Department of African American and African Studies

The Ohio State University

Director of [Undergraduate Studies](#) (AAAS)

Faculty member of the [University Senate](#)

Affiliated Faculty in French and Italian and Germanic Languages and Literature

Author of [Bamako Sounds: The Afropolitan Ethics of Malian Music](#) (University of Minnesota Press, 2015)