

Term Information

Effective Term Autumn 2022
Previous Value Spring 2016

Course Change Information

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

The Department of African American and African Studies would like for AFAMAST 2201 Major Readings to be placed in the Race, Ethnicity, and Gender Diversity Foundations.

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

AFAMAST 2201, "Major Readings in African American and African Studies," serves as an introduction to the core literature and scholarship that has come to define and coalesce Black Studies as a transnational and interdisciplinary field, from the late-19th century to the present. One of the core missions of current Black Studies is to interrogate and illuminate the reality of race--its history, socio-cultural expressions, and societal impacts--and the specific implications and effects of this category on African-descended populations worldwide (Please see attached documentation for a more replete rationale).

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)?

This course would now be viewed as a Race, Ethnicity, and Gender Foundations course. There are no other programmatic changes.

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	2201
Course Title	Major Readings in African American and African Studies
Transcript Abbreviation	Major Readings
Course Description	An introduction to major authors and texts contributing to the discourses that have shaped and defined African American and African Studies from its inception to the present.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Sometimes
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Mansfield, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.
Previous Value	Prereq: English 1110 (110).
Exclusions	
Previous Value	Not open to students with credit for 200 or 201.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0201
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
Social Diversity in the United States; Race, Ethnic and Gender Diversity
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

Required for this unit's degrees, majors, and/or minors
General Education course:
Social Diversity in the United States
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	<ul style="list-style-type: none">• 1. Students describe & evaluate the roles of such categories as race, gender & sexuality, disability, class, ethnicity, & religion institutions and cultures of the U.S.• 2. Students recognize the role of social diversity in shaping their own attitudes
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COURSE CHANGE REQUEST
2201 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/04/2021

Content Topic List

- Black intellectual movements
- Negritude and the New Negro Movement
- Pan-Africanism and Black Nationalism
- Slavery and abolition
- Africana womanism and black feminism
- Civil Rights and Black Power
- Anti-imperialism and anti-apartheid
- Black Consciousness movement

Sought Concurrence

No

Attachments

- AAAS2201_SampleSyllabus_SP21.pdf: Syllabus
(Syllabus. Owner: Beckham, Jerrell)
- ge-foundations-submission_AFAMAST_2201_Skinner.pdf: GE Foundation Sub
(Other Supporting Documentation. Owner: Beckham, Jerrell)
- CurriculumMap&ProgramLearningGoals_AAAS_New.pdf: Curriculum Map
(Other Supporting Documentation. Owner: Beckham, Jerrell)

Comments

- -OAA/ASC has reminded units that all campuses need to be checked off for the new GE. Please check off all the regionals.
-Please check General Education course 2021 and then Foundations: REGD. *(by Vankeerbergen, Bernadette Chantal on 05/03/2021 01:29 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	05/03/2021 01:20 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	05/03/2021 01:22 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/03/2021 01:30 PM	College Approval
Submitted	Beckham, Jerrell	05/03/2021 01:43 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	05/03/2021 01:49 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/04/2021 11:52 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	05/04/2021 11:52 AM	ASCCAO Approval

The Ohio State University
Department of African American and African Studies

Sample Syllabus

AAAS 2201: MAJOR READINGS IN AFRICAN AMERICAN AND AFRICAN STUDIES

GE: Race, Ethnicity, and Gender Diversity (Foundation)

Day/Time: TBA

Location: TBA

Instructor: Dr. Ryan T. Skinner

Office: Hughes 101c

Email: skinner.176@osu.edu

Phone: (614) 292-9441

Office Hours: TBA

DESCRIPTION

This course introduces students to the study of the *Black and African World*, emphasizing prominent thinkers, artists, and activists within the interdisciplinary context of Black and African Studies. As the course title indicates, our focus will be on the “major readings” produced by this varied cohort of intellectuals. Working from these texts, this course emphasizes the global scope of contemporary Black and African Studies and encompasses topics such as:

- the African continent, its peoples and their histories
- the cultural heritage of migrant African peoples, from the Middle Passage to the “new diasporas” of the present
- the ideas which have contributed to a global conception of Africa (including racist and racialist stereotypes and institutions, discourses about ethnic and “tribal” difference, anti-colonial and civil rights movements, Pan-Africanist politics, and diasporic poetics)
- gender identity and the experience of gendered difference in various contexts (times and places) within the Black and African diaspora
- and the diversity and unity of peoples who have, whether in the form of local communities or independent nations, made a home for themselves in the Black and African World

Given the breadth and scope of these topics, the study of the Black and African World is necessarily *interdisciplinary*, bridging the social sciences and humanities through readings in history, anthropology, ethnomusicology, art history, and literary and film studies; and

intersectional, articulating race with categories such as class, gender, ethnicity, and sexuality among Black and African communities worldwide. Students are encouraged to contribute to this interdisciplinarity by bringing their own range of interests, concerns, and particular life histories into the classroom.

GOALS AND OBJECTIVES

At the end of the semester, students should be able to:

- *recognize* Africa's stunning ethno-linguistic and cultural diversity
- *understand* the trouble with "tribe" as a reductive and stereotyped notion of African ethnic identity
- *think critically* about "race," as a historical, transnational, and intersectional concept and category in the Black and African World
- *articulate* the role of oral traditions in reconstructing African pasts
- *describe* the rich social and cultural heritage of Africans in Europe, the Caribbean, and the Americas
- *interrogate* histories of enslavement, colonialism, and racial segregation
- *appreciate* the modern-day dynamism, diversity, struggles, and solidarities of Black and African communities worldwide
- and *locate* their ideas, inquiries, and experiences within the interdisciplinary field of African American and African Studies

GE: RACE, ETHNICITY, AND GENDER DIVERSITY (FOUNDATION)

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.
- **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.
- **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.
- **Expected Learning Outcome 1.4:** Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

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.
- **Expected Learning Outcome 2.2:** Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.
- **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.

EVALUATION

Attendance	10%
Participation (discussion board comments and responses)	20%
4 quizzes	20%
Midterm Exam (multiple choice and short answer)	20%
Research Paper	30%

GRADING SCALE

- A = Excellent
- B = Good
- C = Fair
- D = Poor
- E = Failing

Minuses and Pluses will reflect incremental adjustments (e.g. B+ = Very Good)

RESEARCH PAPER

For this assignment, students will choose a research topic, study it, and write about it. The topic should be consistent with the ideas and issues addressed in the course and determined in consultation with the professor. Specifically, the topic must engage in some way with the historicity, geographical distribution, and intersectionality of some aspect of Black and African experience in the world. Essays should be 5-6 pages in length, double-spaced, 12 pt. font (or roughly 1500-1800 words). Essays may incorporate readings and discussions from class but must expand on our classroom work with outside research and study. Students may also refer to their own experiences with the topic, but not exclusively. Self-reflection must be coupled with comparative study and research, using primary and secondary source materials. This research may involve online research databases (such as Wikipedia) but must employ a variety of published sources (newspaper articles, scholarly articles, encyclopedia entries, monographs, book chapters, etc.). Papers must include a paragraph describing the nature and scope of the research conducted. To locate relevant references, you should all familiarize yourselves with the university library system and its online databases, *and you must cite your sources properly!* My preference is the MLA style. For citation guidelines, see:

<http://www.bibme.org/citation-guide/mla>

Research Paper Grading Rubric, 150 pts.

Content:	40 pts.	(poor = 20, avg = 30, good = 34, excellent 38+)
Context: (History, Place, Intersections)	15 pts.	
Analysis:	15 pts.	
Style:	10 pts.	
Organization/Structure:	40 pts.	(poor = 20, avg = 30, good = 34, excellent 38+)
Introduction:	10 pts.	
Body:	20 pts.	
Conclusion:	10 pts.	
Citations (MLA):	40 pts.	(poor = 20, avg = 30, good = 34, excellent 38+)
Number and relevance:	10 pts.	
In-text citations:	10 pts.	
Bibliography:	20 pts.	
Research	30 pts.	(poor = 15, avg = 21, good = 24, excellent = 27+)
Databases consulted:	10 pts.	
Types of sources:	10 pts.	
Research paragraph:	10 pts.	

REQUIRED TEXTS

All required course texts are available *on reserve* in the Thompson Library. eBooks may be consulted with a university log-in.

1. Adichie, Chimamanda Ngozi, *Half of a Yellow Sun*, **eBook available**
2. Butler, Octavia, *Kindred*, **eBook available**
3. Césaire, Aimé, *Discourse on Colonialism* (2001), **eBook available**
4. James, C.L.R., *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution* (1963), **on reserve**
5. Niane, D.T., *Sundiata: An Epic of Old Mali* (revised edition, 2006), **on reserve**
6. Parker, John and Richard Rathbone, *African History: A Very Short Introduction* (2007), **eBook available**

Students must ensure access to required texts, either through the OSU Library, OhioLink, Inter-Library Loan, or through an online book vendor.

READING AND PARTICIPATION

Reading assignments should be completed at home before the designated class sessions each week (see course schedule below). At the end of the day (11:59pm) prior to the first session each week, students will submit a **comment and/or question** to the Canvas discussion board for the class, informed by the week's readings. At least one comment or question each week is required but students are encouraged to engage with each other's comments, and further points and queries. Required comments/questions are each worth 10 points (for a total of 100 pts., or 20% of your overall grade). Students should expect these observation and queries to spur further conversation in class, opening up new lines of discussion during the class sessions.

ATTENDANCE POLICY

Class attendance is obligatory. Further, getting to class in a timely manner is a good virtue. All absences or late arrivals must be cleared with the instructor in advance or, in the case of a medical emergency, be accounted for in writing after the fact. Unexcused absences and late arrivals demonstrate a lack of respect to your professor and peers and will significantly lower your grade. Absences and lateness will be assessed on a percentage basis. Thus, three absences will approximately amount to a 10% reduction in your attendance grade. A late arrival will count as 80% of attendance on a given day.

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

DISABILITY SERVICES

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

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

Sexual Misconduct/Relationship Violence

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

Diversity

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

COURSE SCHEDULE

I. Introduction

1. Introductions and Review of syllabus
2. John Parker and Richard Rathbone, *African History*, “The idea of Africa;” and Georg Wilhelm Friedrich Hegel, on “Africa”

II. Encountering Africa and African Identities

1. Parker and Rathbone, “Africans: diversity and unity”
2. Kwame Anthony Appiah, “The Invention of Africa”

→ **Africa Map Quiz (quiz #1)**

III. Race, Racialism, and Racism

1. Stephen J. Gould, selection from *The Mismeasure of Man*; W.E.B. Du Bois, “The Conservation of Races”
2. Stuart Hall, “Race: The Floating Signifier” (transcript and video); Josie Duffy, “The Men Who Left Were White”

→ Begin reading: D.T. Niane, *Sundiata: An Epic of Old Mali*

IV. Representing Africa’s Past

1. *African History*, “Africa’s Past: historical sources”
2. *Sundiata: An Epic of Old Mali* (discuss first half)

V. The Past in the Present: The Sunjata Epic and the African World

1. *Sundiata* (discuss second half)
2. Screening of *Soleils*, a film by Dani Kouyaté

→ **Quiz #2**

→ Begin reading: *The Black Jacobins*

VI. Africa in the World: Encounters with Europe

1. *African History, "Africans in the World"*
2. C.L.R. James, *The Black Jacobins* (Prologue, Chapters I-VI)

VII. Enslavement and African Resistance in Saint Domingue (Haiti)

1. C.L.R. James, *The Black Jacobins* (chapters VII-VIII)
2. Screening of *Haiti and the Dominican Republic: An Island Divided*, a documentary by Henry Louis Gates Jr.

VIII. Midterm

1. **Midterm Review**
2. **MIDTERM EXAM**

IX. Jim Crow

1. Zora Neale Hurston, "How it feels to be colored me;" Langston Hughes, "The Negro Artist and the Racial Mountain;" Richard Wright, "The Ethics of Living Jim Crow"
2. Lorraine Hansberry, *A Raisin in the Sun* (play and film)

X-XI. SPRING BREAK: 9-13 March, extended: 16-20 March

XII. The Afterlives of Slavery

1. Octavia Butler, *Kindred* (first half)
2. *Kindred* (second half)

→ Quiz #3

XIII. Colonialism

1. Aimé Césaire, *Discourse on Colonialism* (pgs. 31-64)
 - a. Discussion: "What is colonialism?"

2. *Discourse on Colonialism* (pgs. 65-78)
 - a. Discussion: Aimé Césaire's anti-colonialism

XIV. Anti-Colonialism

1. Frantz Fanon, *The Wretched of the Earth* ("On Violence")
 - a. Discussion: The struggle against colonial rule, and colonial mentalities

→ Begin Reading *Half of a Yellow Sun*

2. Watch: *Concerning Violence: Nine Scenes from the Anti-Imperialistic Self Defense*
 - a. Discussion: What is the moral justification (or imperative) for anti-imperial struggle?

→ Continue Reading *Half of a Yellow Sun*

XV. Post-Colonialism

1. Watch: Chimamanda Ngozi Adichie, "We should all be feminists"
 - a. Discussion: Adichie as a Nigerian, but no less "African" and "feminist" author

2. *Half of a Yellow Sun*
 - a. Discussion: Representing everyday life during the Nigerian Civil War

XVI. Final Projects

→ EXTRA CREDIT BOOK REVIEW OF *Half of a Yellow Sun*

→ RESEARCH PAPER

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)

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