

## Term Information

Effective Term Autumn 2022

## Course Change Information

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

We propose AAAS 2281 as an option for students to satisfy a new GE Foundation requirement in the category of Race, Ethnicity, Gender Diversity.

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

Introduction to African American Literature satisfies learning outcomes for Race, Ethnicity, Gender Diversity in the new GE

**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)?**

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N/A

**Is approval of the request contingent upon the approval of other course or curricular program request? Yes**

**Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)**

AFAMAST 2281 is to be cross-listed with ENGLISH 2281

**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	2281
Course Title	Introduction to African-American Literature
Transcript Abbreviation	African-Amer Lit
Course Description	A study of representative literary works by African-American writers from 1760 to the present.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
<i>Previous Value</i>	<i>14 Week, 12 Week</i>
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

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster  
[Previous Value](#) *Columbus, Lima, Mansfield, Marion, Newark*

## Prerequisites and Exclusions

**Prerequisites/Corequisites** Prereq: English 1110, or equiv.  
[Previous Value](#) *Prereq: English 1110 (110), or equiv.*

**Exclusions** Not open to students with credit for English 2281.  
[Previous Value](#) Not open to students with credit for 281 or English 2281 (281).

**Electronically Enforced** No

## Cross-Listings

**Cross-Listings** Cross-listed in English

## Subject/CIP Code

**Subject/CIP Code** 23.1402  
**Subsidy Level** Baccalaureate Course  
[Previous Value](#) *General Studies Course*

**Intended Rank** Freshman, Sophomore, Junior

## Requirement/Elective Designation

General Education course:  
Literature; Social Diversity in the United States; Literary, Visual and Performing Arts; 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](#)

*General Education course:  
Literature; Social Diversity in the United States; Literary, Visual and Performing Arts  
The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

- Students examine the distinctive ways African-American writers use literary form as a tool of liberation and a means objectives/outcomes to develop new understandings of freedom and experiential and cultural forms of knowledge.

[Previous Value](#)

**Content Topic List**

- Slave narratives
- African American poetry
- The politics of slavery
- The Harlem Renaissance
- The Black Arts Movement

**Sought Concurrence** No

[Previous Value](#)

**COURSE CHANGE REQUEST**  
2281 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/29/2021

**Attachments**

- Friedman-Syllabus AAAS English 2281 (GE Certification)[62].docx: In Person Syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*
- English - AfAmSt 2281 REGD Form.pdf: GE Submission Form REGD  
*(Other Supporting Documentation. Owner: Beckham, Jerrell)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	09/13/2021 11:39 AM	Submitted for Approval
Approved	Skinner, Ryan Thomas	09/14/2021 08:40 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/29/2021 04:17 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/29/2021 04:17 PM	ASCCAO Approval

**AAAS/English 2281**

Autumn 2021

TuTh 2:20-3:40

Denney Hall 250

**Prof. Friedman**

friedman.193@osu.edu

Zoom Office Hours:

Mondays 10:00-12:00

**INTRODUCTION TO AFRICAN AMERICAN LITERATURE**

**Description:** This course offers a chronological survey of African American literature from its beginnings in the 1700s through the late twentieth century, introducing students to major African American-authored texts from a variety of genres (autobiography, poetry, fiction, drama, oratory, and essay). While conceiving of African American literature as a coherent set of traditions with recurring themes and styles, we will seek to understand the distinctive ways in which these writers' lived experiences shaped their representational projects and how they variously responded to the specific historical, social, and political circumstances in which they wrote. We will focus on the manner in which these authors: attempt to (re)construct individual and collective Black identities in the face of the disruption and erasure caused by the Middle Passage; critically examine identity itself, as a construction in which categories of race, gender, sexuality, and class intersect in complex ways; bear witness to the violence and hierarchical structures of white supremacy that structure U. S. society; use literary form as a tool of liberation and a means to develop new understandings of freedom; and shape and preserve experiential and cultural forms of knowledge that dominant society has not valued.

**Reading Materials:** All assigned readings come from Volumes 1 and 2 of *The Norton Anthology of African American Literature*, 3<sup>rd</sup> ed., gen. eds. Henry Louis Gates, Jr. and Valerie A. Smith. Copies of the *Norton Anthology* are on order at Barnes & Noble, The Ohio State University Bookstore.

**Prof. Friedman's Office Hours:** This semester, I will be holding weekly virtual office hours via CarmenZoom, from 10:00-12:00 on Monday mornings. Use this link: [osu.zoom.us/j/94485213140](https://osu.zoom.us/j/94485213140). Passcode: 031764. (This information is also on the top module on our main Carmen page.) I will meet with people in the order in which they arrive, using the waiting room feature. If you attempt to join the Zoom meeting when I am speaking with another student, I will bring you in when that meeting concludes. Make sure that the name I know you by is on your Zoom profile, so that I recognize you in the waiting room. If you are unable to meet with me during regular office hours, or if you would prefer an in-person meeting, please email me or come to see me before or after class to schedule an appointment.

**Requirements/Grading:**

- Daily reading quizzes (combined scores of best 20) = 15% of final grade.
- Midterm exam = 15% of final grade.
- Final exam = 20% of final grade.
- Two 3-5 page critical essays = 30% of final grade (15% each).
- Class participation = 20% of final grade.
- Regular attendance (see policy below).

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**The Course, Week by Week:** (schedule subject to minor changes)

Tu 8/24 Introduction

**Race and Slavery in the Construction of “Literature”**

Th 8/26 Jupiter Hammon, “An Evening Thought” and “An Address to Miss Phillis Wheatley” (Vol. 1, pp. 89-93)  
Phillis Wheatley, all selections from *Poems on Various Subjects, Religious and Moral* (Vol. 1, pp. 139-150)

**Autobiography, Oratory, and Prophecy in Service of Abolition and Black Women’s Rights**

Tu 8/31 David Walker, excerpt from “David Walker’s Appeal in Four Articles...” (Vol. 1, pp. 161-171)

Th 9/2 Frederick Douglass, *Narrative of the Life of Frederick Douglass...*: Prefaces and Chapters I-VIII (Vol. 1, pp. 330-359)

Tu 9/7 Douglass, *Narrative*: Chapters IX-XI and Appendix (Vol. 1, pp. 359-393)

Th 9/9 Sojourner Truth, accounts of “Ain’t I a Woman?” (Vol. 1, pp. 178-180)  
Douglass, excerpt from “What to the Slave Is the Fourth of July” (Vol. 1, pp. 402-413)

**Black Women Writers After the War: Excellence and Uplift**

Tu 9/14 Elizabeth Hobbs Keckley, excerpt from *Behind the Scenes...* (Vol. 1, pp. 310-326)

Th 9/16 Frances E. W. Harper, “Aunt Chloe’s Politics,” “Learning to Read,” “A Double Standard,” “Songs for the People,” “An Appeal to My Country Women,” “The Two Offers,” “Our Greatest Want,” excerpts from *Fancy Etchings*, and “Woman’s Political Future” (Vol. 1, pp. 454-472)

ESSAY 1 DUE

**The Dilemmas of Regionalism: Channeling African American Folk Traditions, Talking Back to Minstrelsy, Courting Popular Audiences**

Tu 9/21 Paul Laurence Dunbar, “Ode to Ethiopia,” “An Ante-Bellum Sermon,” “We Wear the Mask,” and “A Cabin Tale” (Vol. 1, pp. 896-897, 900-902, 906, 907-910)  
Folktales: “Brer Rabbit Tricks Brer Fox Again” and “The Awful Fate of Mr. Wolf” (Vol. 1, pp. 67-68, 70-73)

Th 9/23 Charles Chesnutt, “The Goophered Grapevine,” “The Passing of Grandison,” and “The Wife of His Youth” (Vol. 1, pp. 582-610)

**African American Political Writing at the Dawn of Jim Crow:  
Anti-Lynching, Dismantling White Supremacy, Compromise**

- Tu 9/28 Ida B. Wells-Barnett, excerpts from *A Red Record* (Vol. 1, pp. 670-679)  
Booker T. Washington, excerpts from *Up From Slavery* (pp. 564-579)
- Th 9/30 W. E. B. Du Bois, selected chapters from *The Souls of Black Folk: The Forethought and Chapters I and III* (Vol. 1, pp. 687-702)
- Tu 10/5 MIDTERM EXAM

**The Harlem Renaissance: Migration, Self-Determination, Queer Sexualities**

- Th 10/7 Claude McKay, "If We Must Die" (Vol. 1, p. 1005)  
Alain Locke, excerpts from "Apropos of Africa" and "The New Negro" (Vol. 1, pp. 968-981)  
Rudolph Fisher, "The City of Refuge" (Vol. 1, pp. 1238-1249)
- Tu 10/12 Sterling A. Brown, "Southern Road," "Ma Rainey," and "Sam Smiley" (Vol. 1, pp. 1277-1278, 1284-1286, 1289-1290)  
Langston Hughes, "The Weary Blues," "I, Too," "Theme for English B" (Vol. 1, 1307-1308, 1319-1320)  
Countee Cullen, "Yet Do I Marvel" and "Heritage" (Vol. 1, pp. 1347-1348, 1354-1356)
- Th 10/14 *Autumn Break, Class Does Not Meet*
- Tu 10/19 Zora Neale Hurston, "How It Feels to Be Colored Me" (Vol. 1, 1040-1042)  
George Samuel Schuyler, "The Negro-Art Hokum" (Vol. 1, pp. 1219-1222)  
Hughes, "The Negro Artist and the Racial Mountain" (Vol. 1, pp. 1320-1324)
- Th 10/21 Richard Bruce Nugent, "Smoke, Lilies and Jade" (Vol. 1, pp. 1360-1370)  
Nella Larsen, *Passing*, Part One: Encounter (Vol. 1, 1080-1103)
- Tu 10/26 Larsen, *Passing*, Part Two: Re-encounter and Part Three: Finale (Vol. 1, 1104-1141)

**Black Modernisms: The Play of Language and Identity, the Critique of Jim Crow**

- Th 10/28 Richard Wright, "The Ethics of Living Jim Crow..." (Vol. 2, pp. 132-140)  
Ralph Ellison, selected excerpts from *Invisible Man*: Prologue and Chapter 1 (Vol. 2, pp. 258-274)
- Tu 11/2 Gwendolyn Brooks, "a song in the front yard," "the preacher..." "The Sundays of Satin-Legs Smith," "The Lovers of the Poor," "We Real Cool," "The Chicago Defender..." (Vol. 2, pp. 327, 328-332, 335-339)

ESSAY 2 DUE

### Literature and Social Struggle in the Civil Rights Era

- Th 11/4 Lorraine Hansberry, *A Raisin in the Sun* (Vol. 2, 473-530)
- Tu 11/9 James Baldwin, "Going to Meet the Man" (Vol. 2, pp. 453-465)  
Martin Luther King, Jr., "Letter from Birmingham Jail" (Vol. 2, pp. 1896-1908)  
Malcolm X, excerpts from *The Autobiography of Malcolm X* (Vol. 2, pp. 573-587)
- Th 11/11 *Veterans Day, Class Does Not Meet*

### The Black Arts Movement, Black Feminist Thought and Intersectionality

- Tu 11/16 Poems by Larry Neal, Amiri Baraka, Nikki Giovanni, and Sonia Sanchez
- Th 11/18 Alice Walker, "In Search of Our Mother's Gardens" and "Everyday Use" (Vol. 2, pp. 1180-1194)  
Audre Lorde, "Poetry Is Not a Luxury" (Vol. 2, 643-646)
- Tu 11/23 Toni Morrison, *Sula*, Part One (Vol. 2, 989-1027)
- Th 11/25 Morrison, *Sula*, Part Two (Vol. 2, 1027-1067)

### Afro-Futurism: Speculating on Freedom, Past, Present, and Future

- Tu 11/30 *Holiday Break, Class Does Not Meet*
- Th 12/2 Octavia Butler, "Bloodchild" (Vol. 2, pp. 1253-1266)
- Tu 12/7 Final Exam Review
- Fr 10/12 FINAL EXAM, 4:00-5:45

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### Course Policies/Description of Assignments:

Attendance: Your attendance at each class meetings is required, and I will record attendance every day in the Carmen gradebook. You are allowed to miss up to three meetings (for any reason) without penalty. Each subsequent absence beyond the third will result in a five-point reduction of your overall grade for the course. (Note also that absences result in missed quizzes; the policy about missed quizzes is explained below.)

If on a particular day, you need to leave class a bit early for some legitimate reason—to get to a job interview, to attend a special event for another class, and so on—please let me know ahead of time so that I will know why you are leaving. Leaving class before the period ends is, otherwise, rude and disruptive; I will consider anyone who leaves early without checking with me first to be absent from the day's meeting.

Participation: Participation in class discussions is required, not optional: read the assigned material and come to class ready to respond to it. Your involvement in class discussion is essential to the learning experience that this class offers. It's also your opportunity to demonstrate the quality of the work you are doing as a critical reader and to shape how we study the assigned material, by sharing your ideas, questions, and concerns about it. Some days, participation will take the form of brief, in-class writings, which we'll use to generate further discussion.

My evaluation of the quality of your contributions to discussion over the course of the semester represents a substantial portion (20%) of your final grade. In order to be able to judge student participation, I must have some record to consider—it is impossible to compare something to nothing. Hence, I reserve the right to call on people during class. Anything that prevents you from being able to participate in or engage with the activities of the class—sleeping, texting, browsing the web on a laptop—will negatively affect this aspect of your grade. Remember that just being present in class is not the same thing as *participating*; attending every class but not contributing would earn you roughly a “C” for the participation component of your grade.

Daily Quizzes: Beginning on Tuesday, 8/31, we will start each regular class meeting with a short quiz, taken on Carmen. There will be 24 quizzes in total, but, when calculating the quiz component of your grade, I will drop your lowest 4 scores. Each quiz will consist of 5 questions but will be scored only up to 4, meaning that you can miss a question and still get a perfect score for that quiz. A missed quiz cannot be made up and will be scored as a zero (and can, of course, be one of the quizzes dropped). The questions will be multiple choice, true/false, and/or matching and are simply meant to verify your having read and understood the day's assigned material; they will address basic points of facts in the texts (e.g., what happens? who does what?), or basic points of information about them (who wrote it? what historical events does it refer to?).

By simply keeping up with the assigned material, you should have no problem ending up an “A” (if not a perfect 100 score) for this significant component of your course grade. On occasion—as the assigned material warrants—we may substitute an in-class, written response question for the usual multiple-choice quiz; these will also be scored out of five points.

\*I will not return the quizzes but track scores on Carmen, alerting anyone if/when I see a pattern of low scores. Feel free to contact me during the semester to if you are uncertain or concerned about your scores, but, if you do not hear from me, assume that your quiz scores are consistently high.

Written Assignments: I will post detailed instructions for the three writing assignments well in advance of their due dates (see the Carmen module labeled “Course Syllabus and Assignments”). Due dates for both essays are listed on the schedule above; papers submitted late without prior authorization will receive a grade of “E.”

\*Essays will be submitted electronically as Word files, using the “Assignments” feature on our course's Carmen site I will use the reviewing and track changes features on Word to comment on your work, so grades and feedback on these assignments will be conveyed via email.

Violent Material: Some of the material in the course could be triggering for some students due to descriptions of and/or scenes depicting acts of violence and/or sexual violence and their aftermath. We should take care of ourselves while watching this material, whether that means leaving the

classroom to take a break, debriefing with a friend, contacting a Sexual Violence Support Coordinator ([advocacy.osu.edu/sexual-violence/](http://advocacy.osu.edu/sexual-violence/)), contacting Student Veteran Resources ([slds.osu.edu/veteran-students/student-veteran-resources/](http://slds.osu.edu/veteran-students/student-veteran-resources/)), or contacting the professor. My expectations are that we all will be respectful of our classmates while watching and discussing course material, creating a safe space for one another.

**General Education Category (proposed): AAAS/English 2281 fulfills the General Education Foundations Requirement in Race, Ethnicity, and Gender Diversity.** Successful students will be able to achieve the following goals and expected learning outcomes:

Goal 1: 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: Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

Expected Learning Outcome 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.

Expected Learning Outcome 1.3: Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

Expected Learning Outcome 1.4: Evaluate social and ethical implications of studying race, gender, and ethnicity.

Goal 2: Recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Demonstrate critical self-reflection and critique of their social positions and identities.

Expected Learning Outcome 2.2: Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

Expected Learning Outcome 2.3: Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

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### **University Policies:**

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

### Grading Scale:

A	93+	C+	79-77
A-	92-90	C	76-73
B+	89-87	C-	72-70
B	86-83	D	69-60
B-	82-80	E	59-

Academic Integrity: It is the responsibility of the Committee on Academic Misconduct (COAM) 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 ([studentlife.osu.edu/csc/](http://studentlife.osu.edu/csc/)).

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.

Sexual Misconduct and 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 [titleix.osu.edu](http://titleix.osu.edu) or by contacting Title IX Coordinator, Kellie Brennan ([titleix@osu.edu](mailto:titleix@osu.edu)).

Mental Health Services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkil Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24/7 emergency help is also available through the National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### Land Acknowledgement

We would like to acknowledgement the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

## APPENDIX: COURSE ASSIGNMENTS AND EXAMS

AAAS/English 2281  
Prof. Friedman

### ESSAY 1 ASSIGNMENT Due Before Class on Thursday, September 16

In an essay of 4-5 double-spaced pages, address the questions and issues listed in one of the topics below. The writers available to choose from are: Jupiter Hammon, Phillis Wheatley, David Walker, Frederick Douglass, and Elizabeth Hobbs Keckley.

Make sure that your essay includes a thesis statement at the end of the introductory paragraph, a sentence or two summarizing the main claims that you are making in the essay. By “claims,” we mean the key insights reflecting your interpretation of the text, in light of those questions and issues. And make sure that you cite and comment on specific details from the text(s) you’ve chosen to write about, in order to support your thesis.

#### Topics:

(1) Discuss how one of the authors represents the activity of writing. Or, compare how two of the authors represent the activity of writing. (If you pick this second option, be sure to note commonalities and differences.) Pay attention to all of the different kinds of writing that s/he depicts or that they depict. What are the purposes of writing for this author/these authors? What is the significance of being able to produce texts of different kinds, especially literary texts?

(2) Discuss how one of the authors represents the theme of justice. Or, compare how two authors represent this theme. (If you pick this second option, be sure to note commonalities and differences.) Does the writer use the term “justice,” or just envision just and unjust social situations, in ways that bring the term to mind? Where does justice lie for the author? And how can it be attained?

(3) Discuss how one of the authors writes about the formation of identity, individual and/or collective. How do things like place of birth, family ancestry, and naming shape identity? What are the factors of identity construction that are imposed from outside? What factors can be chosen by the individual or group?

4) You may also design your own paper if you’ve begun to develop another clear idea for your paper. If you choose this option, you should discuss your topic with Prof. Friedman (in person or over email) before Wednesday, January 22.

#### General Recommendations:

-Give your paper an original, descriptive title.

-All writing that you submit that is not directly quoted from or otherwise properly attributed to another source is assumed to be your own work; as outlined in the OSU “Code of Student Conduct,” any misrepresentation “of another’s work or ideas as one’s own” constitutes plagiarism. I recommend that you do not consult online study guides or notes of any kind; your own way of thinking and talking about the text(s) will invariably be more compelling than the generic discussions offered there. If you do, however, consult and derive insights into the text from one of these sites, you are obligated to cite them as you would any other secondary source, giving credit where credit is due.

-Strive for maximum cohesion in your essay: make sure that the paper establishes a clear connection between each of the body paragraphs and the thesis.

#### Formatting Guidelines:

-Use one-inch margins and a conventional, 12-point font (e.g., Times New Roman or Baskerville).

-Include page numbers: upper right corner, beginning on second page.

-Heading with your name / course name / date on first page (upper right or left).

#### Submission Guidelines:

-You will be submitting this essay through the “Assignments” feature on Carmen; use the assignment labeled, “Essay 1.”

-Please submit your paper as a Word (.docx or .doc) file; no PDFs please. I’ll be using the program’s reviewing features to mark up and comment on these essays.

-If you run into any problems with the Carmen submission, just email me your paper as an attachment.

**ESSAY 2 ASSIGNMENT**  
**Due Before Class on Thursday, November 2**

Choose one of the following prompts and, in a well-crafted essay of 4-5 pages, argue (state, develop, support) a thesis that responds to the questions of interpretation that it poses. Use frequent textual quotations and references, accompanied by detailed commentaries, to support this thesis. This assignment calls for the same rhetorical elements as the last one: a clear thesis statement at the end of the introductory paragraph, body paragraphs built around clear topics, and extensive textual references/detailed interpretations in those body paragraphs.

(1) What are the common threads uniting Charles Chesnutt's very different short stories, "The Goophered Grapevine," "The Passing of Grandison," and "The Wife of His Youth"? What are the main ideas, beliefs, or social critiques that allow these stories to speak to one another, despite their different settings, styles, and characters? (If you feel like you won't have enough room to discuss all three stories in depth, you may focus on two of the three instead.)

(2) In what ways does Rudolph Fisher's short story, "The City of Refuge" echo Alain Locke's manifesto "The New Negro"? What aspects of Locke's understanding of African American history and culture does Fisher seem to share? In what ways does Fisher's fictional treatment of issues like Jim Crow, migration, and/or Harlem society differ from Locke's (more philosophical) treatment?

(3) Why, in your view, does Sterling Brown draw so frequently on musical traditions in his poetry? What themes does Brown explore using musical motifs and references? How do the musical effects of his own verse help him to convey these themes to his reader? (If you choose this topic, you must discuss all three of the Brown poems that we read.)

(4) How do issues of economics and social class factor into the narrative of Nella Larsen's *Passing*? At what points in the novel does the narrator pay attention to these issues? In what ways do they shape (either explicitly or implicitly) main characters' motivations? Be sure to pay attention to issues of narration and perspective in the novel, as this aspect of form is crucial to addressing the questions at hand.

(5) Trace how a major idea or argument gets developed across at least two of the twentieth-century *nonfiction* texts we've read (by Du Bois, Locke, Hurston, Schuyler, and Wright). Be sure not to take on too many texts, spreading your analysis too thin, but feel free to trace a dispute or disagreement. And be sure to examine the literary techniques the authors use to make their arguments clear and impactful. Your goal here isn't necessarily to settle a dispute or champion a point of view but to elucidate the main ideas being argued.

(6) The speaker in Countee Cullen's poem "Heritage" asks, "What is Africa to me?" Analyze how any two writers or characters (going back to Dunbar) address this question. What relationship does

the text envision between Africa and American-born people of African descent? What are the key factors in how the author represents Africa, its people and nations, and its cultures?

(8) You may also design your own topic (on a text(s) or writer(s) we've looked at since Essay 1 was due): in particular, this would make sense if you were looking to write about the work of one of the Harlem Renaissance-era writers we've read, in relation to the idea of the Renaissance, Harlem as a physical and symbolic location, and/or any of the other contexts we've discussed in relation to 1920s African American literature. If you choose this option, you should discuss your topic with Prof. Friedman (in person or over email) before Wednesday, March 18.

### General Recommendations:

- Give your paper an original, descriptive title.
- All writing that you submit that is not directly quoted from or otherwise properly attributed to another source is assumed to be your own work; as outlined in the OSU "Code of Student Conduct," any misrepresentation "of another's work or ideas as one's own" constitutes plagiarism. I recommend that you do not consult online study guides or notes of any kind; your own way of thinking and talking about the text(s) will invariably be more compelling than the generic discussions offered there. If you do, however, consult and derive insights into the text from one of these sites, you are obligated to cite them as you would any other secondary source, giving credit where credit is due. Your essay will be checked against the archive of papers on the Turnitin system.
- Strive for maximum cohesion in your essay: make sure that the paper establishes a clear connection between each of the body paragraphs and the thesis.

### Formatting Guidelines:

- Use one-inch margins and a conventional, 12-point font (e.g., Times New Roman or Baskerville).
- Include page numbers: upper right corner, beginning on second page.
- Heading with your name / course name / date on first page (upper right or left).

### Submission Guidelines:

- You will be submitting this essay through the "Assignments" feature on Carmen; use the assignment labeled, "Essay 1."
- Please submit your paper as a Word (.docx or .doc) file; no PDFs please. I'll be using Word's reviewing features to mark up and comment on these essays.
- If you run into any problems with the Carmen submission, just email me your paper as an attachment.

AAAS/English 2281, Prof. Friedman  
The Ohio State University  
October 5, 2021

## MIDTERM EXAM

- This exam is 1 hour and 20 minutes long.
- In terms of total points, the sections will be weighted as follows: 36 for Part I, 34 for part II, and 30 for Part III.
- Extra exam booklets are available if you need them; just raise your hand and I'll bring more.
- \*-Read all instructions carefully.

### PART I: DEFINITIONS (KEY WORDS)

Choose **three** of the four key words listed. For each one, write at least a paragraph, defining the term and showing how it relates to something we read in this class. Your paragraph(s) should offer sufficient information to explain how and why the example you provide or connection you make is a good one.

- |   |                              |
|---|------------------------------|
| 1) third- versus first-person narration | 3) chiasmus                  |
| 2) apostrophe                           | 4) Reconstruction amendments |

### PART II: IDENTIFICATIONS/COMMENTARIES

Choose **two** of the four passages listed—all taken from our reading. For each one, write at least a paragraph, (1) identifying the text that the passage comes from (by title) and the author of that text and (2) explaining how the passage reflects a main idea or some main ideas from the larger work. When appropriate, identify the speaker or character(s) involved. And when possible, explain what literary techniques the writer is using in the passage/how these techniques help convey specific meanings.

- 1) Of course, I don't know very much  
About these politics,  
But I do think that some who run 'em  
Do mighty ugly tricks.  
  
I've seen 'em honey-fugle round,  
And talk so awful sweet,  
That you'd think them full of kindness,  
As an egg is full of meat.
- 2) Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day?  
What have I, or those I represent, to do with your national independence? Are the great

principles of political freedom and of natural justice, embodied in the Declaration of Independence, extended to us? and am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits and express devout gratitude for the blessings resulting from your independence to us?

3) While an intrinsic ardor prompts me to write,  
The muses promise to assist my pen;  
'Twas not long since I left my native shore  
The land of errors, and *Egyptian* gloom:  
Father of mercy, 'twas thy gracious hand  
Brought me in safety from those dark abodes.

4) O Mother Race! to thee I bring  
This pledge of faith unwavering,  
    This tribute to thy glory.  
I know the pangs which thou didst feel,  
When Slavery crushed thee with its heel,  
    With thy dear blood all gory.

Sad days were those—ah, sad indeed!  
But through the land the fruitful seed  
    Of better times was growing.  
The plant of freedom upward sprung,  
And spread its leaves so fresh and young—  
    Its blossoms now are blowing.

### PART III: SHORT ANSWER QUESTIONS

Choose **two** of the following four questions/prompts and respond to each as thoroughly as you can.

1) We've read a number of nonfiction texts so far (by Walker, Douglass, Hobbs Keckley, Harper, Wells-Burnett, Washington, and Du Bois). Pick one of these and show how it uses *literary* language to drive home one or more of its arguments. What are the rhetorical devices, figures of speech, or evocative word choices that the writer brings to her or his nonfiction work.

2) We discussed the "plantation tradition" in American fiction (an offshoot of "regionalism" or the "local color" movement). Pick a text by Dunbar or Chesnut and illustrate how it works both within and against the conventions of the "plantation tradition."

3) Discuss how one of the poets we've read (Wheatley, Harper, Dunbar) uses "traditional verse forms." Which of these forms does s/he use in her or his poetry? Why does s/he use these? How do they shape our reading of their poetry?

4) We discussed the idea of identities and experiences (including the experience of discrimination) as "intersectional." Pick one of the nineteenth-century women writers we've read (Truth, Hobbs Keckley, Harper, or Wells-Barnett) and discuss how her work illustrates the intersectional nature of identity and experience.

AAAS/English 2281, Prof. Friedman  
The Ohio State University  
December 12, 2021

## FINAL EXAM

### Instructions:

- This exam is 1 hour and 45 minutes long.
- In terms of total points, the sections will be weighted as follows: 33 for Part I, 33 for part II, and 34 for Part III.
- Extra exam booklets are available if you need them; just raise your hand and I'll bring more.
- \*-Read all instructions carefully before beginning.

### PART I: DEFINITIONS OF KEY WORDS

Choose **three** of the five key words listed. Define the term and show how it relates to something we read in this class—provide an example or make a connection to a specific work we read this semester. Your answer should offer sufficient information to explain how and why the example you provide or connection you make is an apt one. (Word limit for each answer: 250 words.)

- |                |                                    |
|----------------|------------------------------------|
| (1) Jim Crow   | (3) narrative(s) of “miseducation” |
| (2) free verse | (4) the Great Migration            |
|                | (5) residential segregation        |

### PART II: CLOSE READINGS OF PASSAGES

Choose **three** of the five passages listed. For each one, offer a detailed interpretation of the significance of the passage, noting, when possible, the literary techniques that the write uses to convey these meanings. Link the passage to a main idea or some main ideas in the larger work that it comes from (or even from our course, more broadly); feel free to refer to course key words in your answers. (Word limit for each answer: 400 words.)

- (1) Nella Larsen, *Passing* (Vol. 1, p. 1123):

“He was like a man marking time, waiting. But what was he waiting for? It was extraordinary that, after all of these years of accurate perception, she now lacked the talent to discover what that appearance of waiting meant. It was the knowledge that, for all her watching, all her patient study, the reason for his humour still eluded her which filled her with foreboding dread. That guarded reserve of his seemed to her unjust, inconsiderate, and alarming. It was as if he had stepped out beyond her reach into some section, strange and walled, where she could not get at him.”

- (2) Ralph Ellison, *Invisible Man* (Vol. 2, p. 259):

“The point is that I found a home—or a hole in ground, as you will. Now don’t jump to the conclusion that because I call my home a “hole” it is damp and cold like a grave; there are cold holes and warm holes. Mine is a warm hole...I say all this to assure you that it is incorrect to assume that because I’m invisible and live in a hole, I am dead. I am neither dead nor in a state of suspended animation. Call me Jack-the-Bear, for I am in a state of hibernation.”

(3) Gwendolyn Brooks, “The Sundays of Satin-Legs Smith” (Vol. 2, p. 329):

“He sheds, with his pajamas, shabby days.  
And his desertedness, his intricate fear, the  
Postponed resentments and the prim precautions.

Now, at his bath, would you deny him lavender  
Or take away the power of his pine?  
What smelly substitute, heady as wine,  
Would you provide? life must be aromatic.”

(4) Malcolm X, as told to Alex Haley, *The Autobiography of Malcolm X* (Vol. 2, p. 583):

“I kept having all kinds of troubles trying to develop the kind of Black Nationalist organization I wanted to build for the American Negro. Why Black Nationalism? Well, in the competitive American society, how can there ever be any white-black solidarity before there is first some black solidarity? If you will remember, in my childhood I had been exposed to the Black Nationalist teachings of Marcus Garvey...Even when I was a follower of Elijah Muhammad, I had been strongly aware of how the Black Nationalist political, economic, and social philosophies had the ability to instill within black men the racial dignity, the incentive, and the confidence that the black race needs today to get up off its knees...”

(5) Alice Walker, “Everyday Use” (Vol. 2, pp. 1192-1193):

“After dinner Dee (Wangero) went to the trunk at the foot of my bed and started rifling through it...Out came Wangero with two quilts. They had been pieced by Grandma Dee and then Big Dee and me had hung them on the quilt frames on the front porch and quilted them. One was in the Lone Star pattern. The other was Walk Around the Mountain. In both of them were scraps of dresses Grandma Dee had worn fifty and more years ago...And then one faded teeny blue piece, about the size of a penny matchbox, that was from Great Grandpa Ezra’s uniform that he wore in the Civil War.”

### PART III: ESSAY

Write an essay responding to **one** of the following three prompts; be sure to read the prompt very carefully and to address all of its parts in your essay. (Word limit for essay: 800 words.)

(1) Discuss how three writers from our course represent the long-distance journeys—whether across the nation or overseas, voluntary or involuntary, individual or collective—undertaken by African

Americans. Reflecting on these three examples, why do you think that movement, relocation, and displacement are such significant, recurring themes in African American literature?

(2) Discuss how three writers from our course represent (their own or their characters') responses to situations of captivity or confinement. (You are welcome to define the terms "captivity" and "confinement" broadly.) Reflecting on these three examples, how would you say the response to these intolerable situations has motivated and shaped African American writing?

(3) Discuss how three female authors from our course represent the experiences of African American women, as specifically intersectional, gendered experiences of navigating the complexities of race and identity in U. S. society. Reflecting on these three examples, what would you say are the central concerns of Black feminist (or "womanist," to use Alice Walker's term) literary writing?

# 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](mailto: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)