

## 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)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

**Is approval of the request contingent upon the approval of other course or curricular program request? 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  
11/14/2021

**Attachments**

- Friedman-Syllabus AAAS English 2281 (GE Certification)[62] (1).docx: Syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*
- English 2281 REGD Form (1) (2).pdf: GE Submission Form REGD  
*(Other Supporting Documentation. Owner: Beckham, Jerrell)*
- Friedman-Syllabus AAAS English 2281 (GE Certification)-REVISED (1).docx: Syllabus Revised  
*(Syllabus. Owner: Beckham, Jerrell)*

**Comments**

- See Feedback email sent 10-21-21 RLS *(by Steele, Rachel Lea on 10/21/2021 04:52 PM)*

**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
Revision Requested	Steele, Rachel Lea	10/21/2021 04:52 PM	ASCCAO Approval
Submitted	Beckham, Jerrell	11/10/2021 04:06 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	11/10/2021 05:15 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/14/2021 12:05 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/14/2021 12:05 PM	ASCCAO Approval

**AAAS/English 2281** (35619/34326)  
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.

**General Education Categories (proposed):** AAAS/English 2281 fulfills the General Education Foundations Requirement in (1) Race, Ethnicity, and Gender Diversity or (2) Literary, Visual, and Performing Arts. Successful students will be able to achieve the following goals and expected learning outcomes:

### (1) Race, Ethnicity, and Gender Diversity

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.

\*This course meets these goals and fulfills these learning outcomes by focusing on the manner in which the assigned 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. Our class discussions, the two exams, and the essay assignments will focus on the manner in which African American authors engage with categories of race, gender, and sexuality in a framework of power and oppression and represent the complexities of social identity and position through their written work.

## (2) Literary, Visual, and Performing Arts

Goal 1: Analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and cultural informed understanding.

Expected Learning Outcome 1.1: Analyze, experience, and interpret significant works of visual, spatial, literary and/or performing arts and design.

Expected Learning Outcome 1.2: Describe and explain how cultures identify, evaluate, shape, and value works of art and design.

Expected Learning Outcome 1.3: Evaluate how artistic ideas influence and shape human beliefs, the representation and perception of reality, and how they inform human behavior.

Goal 2: Experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.

Expected Learning Outcome 2.2: Critically reflect on and share one's own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

\*This course meets these goals and fulfills these learning outcomes by surveying the history of African American literature from the eighteenth through the twentieth centuries in a rigorously contextualized fashion. It examines significant works from this literary tradition and considers how they relate to the dominant literary culture of the different periods of time covered by the course. We will delve into debates among African American artists and intellectuals about literary aesthetics, especially as they pertain to social issues and political struggles. Class discussions will ask students to respond to the work being read and to analyze its representational strategies. And these discussions

will frequently focus on literary modes, genres, and formal structures, and you will be asked to write two critical essays, the first a close reading of a brief passage from an assigned text and the second an extended argument about a key theme in one or more assigned texts (based on a synthesis of ideas gleaned through textual analysis).

**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 Larry Neal, "The Black Arts Movement" (Vol. 2, 784-787)  
June Jordan, "In Memoriam: Martin Luther King, Jr." (Vol. 2, 753-754)  
Sonia Sanchez, "poem at thirty" (Vol. 2, 711-712)  
Nikki Giovanni, "For Saundra," "Beautiful Black Men" (Vol. 2, 880-881)  
Haki R. Madhubuti, "Move Un-noticed to Be Noticed: A Nationhood Poem" (Vol. 2, 866-869)



- 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)

### **The Black Atlantic: Migration and Diasporic Identities**

- Tu 11/30 *Holiday Break, Class Does Not Meet*
- Th 12/2 *Edwige Danticat*, excerpts from *Breath, Eyes, Memory* (Vol. 2, pp. 1476-1489)
- 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.

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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	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	60-66
B-	82-80	E	59-
C+	79-77		

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

# 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)