

## Term Information

Effective Term Autumn 2022

## Course Change Information

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

AFAMAST 2218 has been updated to reflect the Race, Ethnicity, Gender Diversity (REGD) and Social and Behavioral Sciences General Education (GE) Expected Learning Outcomes (ELOs). As a result of these changes, the course goals and objectives were modified.

Please note: This course was grandfathered into the new Social and Behavioral Science Foundation. The Department of African American and African Studies is now adding the REGD Foundation

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

The course goals and objectives need to be updated to better align with the REGD and the Social and Behavioral Sciences GE foundations.

### 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)?

The Department of African American and African Studies may experience an increase in enrollment and interests in this course due to the changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2218
Course Title	Black Urban Experience
Transcript Abbreviation	Blk Urb Exp
Course Description	Examination of contemporary black urban experience focused on the impact of persistent residential segregation, increasing class polarization, and the global force of hip hop culture.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

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Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced

No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

General Education course:  
Individual and Groups; Social and Behavioral Sciences; Race, Ethnic and Gender Diversity

### *Previous Value*

*General Education course:  
Individual and Groups; Social and Behavioral Sciences*

## Course Details

### **Course goals or learning objectives/outcomes**

- Identify key social and economic patterns and dynamics of Black urbanization in the United States following the legal abolition of Black enslavement
- Critically explore, in current contexts and historical perspective, modalities of institutionalized systemic racism specifically targeting Black urban life, including police brutality, mass incarceration, residential redlining, and racial segregation
- Analyze the ways in which key Black theorists, writers, and social scientists have addressed the forms of structural racism and anti-Black violence aimed at constraining, on a racial, gendered, or ethnic basis, the opportunities of urban life.
- Critically connect reflections on Black urban experience to structural positions and identities along race, class, gender, and ethnic lines.
- Analyze the development of urban social and cultural movements in relation and response to diverse Black experiences (also in terms of gender, class, and ethnicity) of exclusion, inequality, and oppression.
- Discuss and compare the ways in which different Black intellectual traditions have conceptualized Black placemaking in the city.

**Previous Value**

- *To critically assess the contemporary black urban experience within a social, political, economic, and historical context.*
- *To understand how structural inequalities affect housing, employment, and the overall lived black urban experience.*
- *To consider the ways in which African Americans have responded to structural inequalities through acts of self-determination and resistance.*

**Content Topic List**

- Urbanization
- Urban riots
- White flight and suburban segregation
- Redlining and protective covenants
- De facto and de jure segregation
- Civil Rights and Black Power
- Society and politics
- African American music
- Race and racism
- Harlem Renaissance
- Diasporic migrations
- African urbanization

**Sought Concurrence**

No

**Previous Value**

**Attachments**

- AFAMAST\_2218\_Syllabus\_REGD&SocialScienceFoundation\_CONVERTED\_AU21.docx: Syllabus  
*(Syllabus. Owner: Beckham,Jerrell)*
- FORM-GE Foundations Proposal-AAAS2218.pdf: GE Foundations Proposal  
*(Other Supporting Documentation. Owner: Beckham,Jerrell)*

**Comments**

- This course was grandfathered into the new Social and Behavioral Science Foundation. AFAMAST is now adding the REGD Foundation. *(by Beckham,Jerrell on 11/04/2021 02:41 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Beckham,Jerrell	11/04/2021 02:42 PM	Submitted for Approval
Approved	Adeeko,Adeleke	11/04/2021 03:37 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	11/04/2021 03:37 PM	College Approval

**THE OHIO STATE UNIVERSITY**

**College of Arts and Sciences, Arts and Humanities Division  
Department of African American and African Studies**

**BLACK URBAN EXPERIENCE  
(AFAMAST 2218)**

**GE: Race, Ethnicity, and Gender Diversity (Foundation) &  
Social and Behavioral Sciences (Foundation)**

**COURSE SYLLABUS**

**Professor:** TBA

**Office:** TBA

**Tel.** TBA

**E-mail:** TBA

**Office Hours:** TBA

**Class Days, Time and Venue:** TBA

**Credits:** 3

**COURSE DESCRIPTION**

This course is aimed at providing critical tools for analyzing Black urban experiences in light of Black studies' theories on and approaches to urban life, formations of space and place, and their attendant modes of inequality, exclusion, contestation, and resistance. Reflecting a broader theme within the notion of "modernity," Black life in post-enslavement United States has shifted toward the city. Diverging from mainstream theories of modernity, however, Black writers, activists, and critical theorists have meditated on how urban life did not fulfill, for Afro-descended populations, promises of social emancipation, political empowerment, and economic opportunity. Black urban life has instead confronted patterns of structural racism, institutional abuse, and anti-Black violence, which have haunted Black existence in the United States during enslavement and within the broader paradigm Saidiya Hartman calls "the afterlife of slavery." To think of the city as a Black place has therefore involved, and continues to involve, uniquely creative and original experimentations with economic activities and forms of social or cultural\* life. It has also entailed the articulation of resistance and mobilization in response to racialized forces geared at preventing the often utopian project of Black urban place-making.

**Course Goals/Objectives:**

By the end of this class, students will be able to:

- 1) Identify key social and economic patterns and dynamics of Black urbanization in the United States following the legal abolition of Black enslavement;
- 2) Critically explore, in current contexts and historical perspective, modalities of institutionalized systemic racism specifically targeting Black urban life, including police brutality, mass incarceration, residential redlining, and racial segregation.
- 3) Analyze the ways in which key Black theorists, writers, and social scientists have addressed the forms of structural racism and anti-Black violence aimed at constraining, on a racial, gendered, or ethnic basis, the opportunities of urban life.

- 4) Critically connect reflections on Black urban experience to structural positions and identities along race, class, gender, and ethnic lines.
- 5) Analyze the development of urban social and cultural movements in relation and response to diverse Black experiences (also in terms of gender, class, and ethnicity) of exclusion, inequality, and oppression.
- 6) Discuss and compare the ways in which different Black intellectual traditions have conceptualized Black placemaking in the city.

### **GE: Foundation – Race, Ethnicity, and Gender Diversity (REGD)**

#### GOAL 1:

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

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

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

#### GOAL 2:

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

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

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

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

### **How this course fulfills the REGD GE Foundation:**

In the United States as well as in a global context, urban life has decisively and uniquely shaped contemporary Black historical, cultural, and social experiences and practices. The Black urban experience has also crucially redefined the institutional and ideological terrains upon which notions of "race" and ethnic identities have been defined and negotiated in relation to economic structures and institutional patterns shaped by gendered and class inequalities. The course aims to provide an introduction to the study of Black urban life and experiences, in ways that focus the students' attention on the socio-cultural diversity of Black urban life as well as intersections of race, gender, and ethnic identities. It aims to meet these broad objectives through a thematic organization in which diverse facets of contemporary Black urban experience respond to specific social, economic, political, and institutional challenges while being positioned within the long-duration dynamics that have structurally positioned Blackness in the trajectory from enslavement to post-emancipation modes of intersecting racialized and gendered domination.

## **GE: Foundation – 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.

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.

### 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.

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.

### **How this course fulfills the Social and Behavioral Sciences GE Foundation:**

This course is theoretical and empirical, drawing on ideas and case studies from social scientific disciplines within current Black Studies. Specifically, students will examine how the Black urban experience, primarily in the United States but also with reference to other global realities, dynamically develops through at the intersection of structural forces and subjective practices, including transnational migration and processes of ethnic formation shaped by the cultural diversity of the Black diaspora. The generative tension between the structural and the subjective crucially informs this course, as it explores the city as a context of Black creation, one in which race is experienced, experimented, and redefined under the influence of, but also in response to, patterns of structured subjugation and inequality. A key notion to be explored in this course is urban placemaking as the practical modality in which the challenges confronting urban Black existence are turned into creative modalities of everyday critical engagement.

## **COURSE REQUIREMENTS AND EVALUATION**

Your work for this class will be graded according to the following components:

- 1) Attendance and Participation: 10%.
- 2) Three short papers (2-3 pages each, double-spaced, plus bibliography): 48% (16% for each paper).

**Late submissions will only be accepted ONE WEEK after the due date** and will be penalized by 50% of the grade. Papers submitted with a delay longer than one week will be graded “zero”.

- 3) Final Research Essay (10-12 pages, double-spaced, plus bibliography): 42%.

**Late submissions will receive no grade.**

**The Final Research Essay** is a 10 to 12-page (double-spaced) paper based on original research. You will choose, **in consultation with the instructor**, a research topic, study it, and write about it. **It will be based on your own original research and critical analysis of Black urban life** in its cultural, social, political, religious, or artistic expressions through the use of concepts, theories, and ideas discussed in class based on

the readings. You are welcome to identify and research experiences with social activism, cultural expressions, placemaking, religious or civic associations in your immediate surroundings. The essay **will require original research based on observation and/or interviewing and the use of materials not included in course readings**. Apart from your own original findings, research materials must include published sources like newspaper articles, scholarly journal articles, encyclopedia entries, blogs, books, and book chapters. Online references like Wikipedia may be used for information and details but should not shape your essay in a substantial way. To locate relevant references, you should all familiarize yourselves with the university library system and its online databases, *and you must cite your sources properly*, either in text or footnotes. Further detailed instructions for the final essay will be circulated in class later in the course.

## Attendance and Participation

**Class attendance and punctuality are expected for this course**, and you must sign in the attendance register when it is handed out. **You are allowed no more than FOUR unexcused absences without penalization**. You are encouraged to use your unexcused absences for events that are not excusable absences as outlined below (e.g. oversleeping, non-certified illnesses, car trouble, etc.). More than five unexcused absences will carry, for each absence, a 5 points penalization in the “class attendance and participation” component of your grade. More than 8 unexcused absences will cause the loss of the entire attendance component for your final grade. More than 12 unexcused absences will cause a failing grade for this course.

**Written work due during an unexcused absence MUST be submitted, in the Carmen dropbox, by the due date.**

Missed classes will be **excused** only if they are supported by adequate **written** documentation (e.g. medical notes certifying illness or hospitalization or documentation on accidents, bereavement, or other serious personal, professional, or family reasons to miss class). **Your documentation is due the first in-person class period after your absence.**

Two delays or early departures (**10 minutes or more**) will be counted as one unexcused absence. Students who sign in or log in and then leave will be counted as absent. Students who are late by more than **20 minutes** will be counted absent.

For matters covered in classes you missed, you should ask for help from another student.

**The instructor will not respond to requests for notes or explanations of what is covered during absences.**

Apart from attending classes, **you are expected to actively, regularly, and consistently participate in class discussions**. Your participation will be taken into account, at the discretion of the instructor, for your final grade. In particular, if your final numerical score is in a borderline position between two grades, having participated in class will surely help move it to the higher grade.

## Submission of Written Work

**All written work must be submitted on time and online (via Carmen Box)**. Submissions via e-mail are normally not allowed.

**Late submissions will be penalized** by 50% of the component grade for delays up to seven days and will be graded “zero” beyond a seven-day delay.

**Penalties for late submissions of written work will be strictly enforced**. Problems with computers or forgetting an assignment’s due date will not be considered as excuses.

**Extensions or make-ups are at the discretion of the instructor**, will be considered only in truly exceptional circumstances, and must be supported by written documentation.

**Papers must follow the assigned prompts**, which will be circulated in class. Papers not following prompts will be graded “zero”. Submitting work completed in another course is a violation of academic rules, which will lead to a “zero” grade and referral to the university’s committee on academic misconduct.

**All papers uploaded on Carmen on the due date and time will be considered your final submissions** and will be graded as such. No changes will be possible after the due date and time.

Please make sure that what is on Carmen by such date and time is your full paper, submitted for this specific course.

### **Format of Written Work**

**It is important that your essays look neat and polished.** To this end, the following rules will apply:

- Assignments should be of the specified page length. Shorter or longer assignments will be penalized.
- All assignments must be typed. If you do not have your own computer, computer labs are available on campus.
- Pages must be numbered.
- Your assignments must include a single-spaced heading with your name, course, instructor, and date (in upper-left hand corner).
- Double-space your text and use a plain 12-point font (i.e. Times New Roman).
- Quotes longer than three lines must appear as in-text citations (i.e. paragraphs with increased left and right margins).
- Leave a one-inch margins top, bottom, left and right on each page of text.
- Every paper must have a title.
- You must attach to your assignment a bibliography or list of references, which is not included in the page count. Bibliographies **MUST** be formatted according to a citation style (Chicago, Harvard, MLA) commonly used in the humanities. Style handbooks (like the Chicago Manual of Style) are available at the library or online.
- Always make a back-up copy of every paper you turn in.

## **UNIVERSITY POLICIES AND SERVICES**

### **Student Conduct**

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 unethical practices on the part of the student wherever committed including, but not limited to, plagiarism, cheating, unauthorized copying or collaboration, forging signatures on class rosters, and dishonest practices in connection with examinations. Instructors shall report all instances of academic misconduct to COAM. Students found in violation of the Code of Student Conduct may receive a failing course grade and are subject to disciplinary probation, suspension, or expulsion from the Ohio State University (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (<http://studentaffairs.osu.edu/csc/>).

### **Plagiarism**

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community. Students must **always** cite their sources. **In this course, students’ essays containing parts or ideas copied or paraphrased from unacknowledged sources will receive a failing grade**, and may be referred to the Committee on Academic Misconduct for appropriate disciplinary action, ranging from failing the class to suspension or expulsion from the university. If you are in doubt about this matter, you are welcome to contact the instructor, who will provide further information.



## **Disability Services**

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

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

## **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, Harassment, or Assault**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).

## **Writing Center**

The Writing Center at the Center for the Study and Teaching of Writing offers free help, including personalized tutorials by appointment, to students at any stage of the writing process for their course papers. More information and useful resources can be found on the Writing Center's webpage

(<http://cstw.osu.edu/writing-center>). The Writing Center is located in 4132 Smith Laboratory, 174 W. 18<sup>th</sup> Avenue (telephone 688-4291).

**If you schedule tutorials with the Writing Center, you will receive 2 additional percentage points in your final grade.** To claim these points, you should ask Writing Center personnel to send the course instructor (barchiesi.1@osu.edu) an email stating the date/s of the tutorial/s and the activities conducted.

### **COURSE SCHEDULE AND READINGS**

**Reading the assigned materials is mandatory.** By the beginning of each week students are expected to have done all the readings listed under that week.

#### **WEEK 1. Introduction**

1. Discussion of Course Syllabus
2. Introduction to Course's Topic, Key Concept, and Terms

#### **WEEK 2. Theorizing Blackness**

1. Du Bois, William Edward Burghardt (1903). *The souls of black folk*. Oxford University Press, 2008, Chapter One.
2. Fanon, Frantz (1952). "The fact of blackness." *Postcolonial Studies: An Anthology*: 15-32.

#### **WEEK 3. The Afterlives of Slavery: Intersections of Blackness, Class, and Gender**

1. Hartman, Saidiya V. *Scenes of subjection: Terror, slavery, and self-making in nineteenth-century America*. Oxford University Press, 1997. Chapter 3
2. Hartman, Saidiya, V. *Lose Your Mother: A Journey Along the Atlantic Slave Route*. Farrar, Straus & Giroux, 2007. Prologue and Chapter 7.

#### **WEEK 4. Global Anti-Blackness and Black Spatialities**

1. Alves, Jaime Amparo. "From necropolis to blackpolis: Necropolitical governance and black spatial praxis in São Paulo, Brazil." *Antipode* 46.2 (2014): 323-339.
2. Bledsoe, Adam, Latoya E. Eaves, and Brian Williams. "Introduction: Black geographies in and of the United States South." *Southeastern Geographer* 57.1 (2017): 6-11.

#### **WEEK 5. Blackness and Surveillance**

1. Browne, Simone. "Race and surveillance." *Handbook on Surveillance Studies*. New York: Routledge (2012): 72-79.
2. Fischer, Mia, and K. Mohrman. "Black deaths matter? Sousveillance and the invisibility of Black life." *Ada: A Journal of Gender, New Media, and Technology* 10 (2016).

#### **WEEK 6. Urban Crisis, Socioeconomic Change, and the Politics of Criminalization**

1. Davis, Angela Y. "Race and criminalization: Black Americans and the punishment industry." *Criminological perspectives: Essential readings* 284 (2003).

2. Murch, Donna. "Crack in Los Angeles: Crisis, Militarization, and Black Response to the Late Twentieth Century War on Drugs." *Journal of American History* 102, 1 (2015).

### **WEEK 7. State-Sanctioned Anti-Blackness, Black Families, and Gendered Intimacy**

1. Schoenkopf, Rebecca (2017), "We Broke Erica Garner's Heart" <https://wonkette.com/627567/we-broke-erica-garners-heart>

2. Gross, Kali N. (2014), "State-Sanctioned Anti-Black Violence & the Deadening of Black Womanhood" <http://www.warscapes.com/opinion/state-sanctioned-anti-black-violence-and-deadening-black-womanhood>

Moore, Jonathan (2018), "Carried by Corpses: 'This is America' or the Ingenuity of Lynching in 10 Parts." <https://racebaitr.com/2018/05/29/carried-by-corpses- this-is-america-or-the-ingenuity-of-lynching-in-10-parts/>

### **WEEK 8. Occupied Spaces: Coloniality and the Black Urban Experience**

1. Bailey, Kristian Davis. "Black–Palestinian Solidarity in the Ferguson–Gaza Era." *American Quarterly* 67.4 (2015): 1017-1026.

2. Mugabo, Délice. "Black in the city: On the ruse of ethnicity and language in an antiblack landscape." *Identities* 26.6 (2019): 631-648.

### **WEEK 9. Black Urban Place-Making**

1. Fleetwood, Nicole. "Authenticating practices: Producing realness, performing youth." *Youthscapes: The popular, the national, the global* (2005): 155-172.

2. Harkness, Geoff. "True school: situational authenticity in Chicago's hip-hop underground." *Cultural Sociology* 6.3 (2012): 283-298.

### **WEEK 10. The Urban Politics of Hip Hop**

1. Castleman, Craig (2004), "The Politics of Graffiti." In *That's the joint!: the hip-hop studies reader*, edited by Murray Forman and Mark Anthony Neal. Routledge, 2004, 21-30.

2. Vincent, Rickey (2004), "Hip-hop and Black Noise: Raising Hell." In *That's the joint!: the hip-hop studies reader*, edited by Murray Forman and Mark Anthony Neal. Routledge, 2004, 481-492.

### **WEEK 11. The Cultural Politics of Spatial Disruption**

1. MOVIE: *From Left to Night* (dir. Wendelien van Oldenborgh, 2015). Followed by small-group activity and class discussion.

2. Fleetwood, Nicole. "Busing It" in the City: Black Youth, Performance, and Public Transit." *TDR/The Drama Review* 48.2 (2004): 33-48.

### **WEEK 12. Blackness and Environmental Racism and the Anthropocene**

1. Karera, Axelle. "Blackness and the Pitfalls of Anthropocene Ethics." *Critical Philosophy of Race* 7.1 (2019).
2. Wright, Willie Jamaal. "As above, so below: Anti-Black violence as environmental racism." *Antipode* 53.3 (2018).

### **WEEK 13. The Gentrification of Black Urban Spaces**

1. Ramírez, Margaret M. "City as borderland: Gentrification and the policing of Black and Latinx geographies in Oakland." *Environment and Planning D: Society and Space* 38.1 (2020): 147-166.
2. Kirkland, Elizabeth. "What's race got to do with it? Looking for the racial dimensions of gentrification." *Western Journal of Black Studies* 32.2 (2008): 18.

### **WEEK 14. Black Feminist Urban Geographies**

1. Hudson, Peter James. "The geographies of blackness and anti-blackness: An interview with Katherine McKittrick." *The CLR James Journal* 20.1/2 (2014): 233- 240.
2. Isoke, Zenzele. "The politics of homemaking: Black feminist transformations of a cityscape." *Transforming Anthropology* 19.2(2011): 117-130.

# 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)