
Term Information

Effective Term Autumn 2022

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 1111
Course Title Introduction to Africa
Transcript Abbreviation Intro to Africa
Course Description This course is a multidisciplinary introduction to the history, peoples, and cultures of Sub-Saharan Africa. Via a diverse set of sources and mediums, including lms, literature, visual art, human rights reports, etc., students will be introduced to a number of important expressions, ideas, episodes, events, and trends in Africa, past and present.
Semester Credit Hours/Units Fixed: 3

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0201
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

Historical and Cultural Studies

Course Details

Course goals or learning objectives/outcomes

- Students will become familiar with the social and cultural diversity (geography, peoples, and polices) of the African continent.
- Students will be introduced to culturally significant historical events and eras to understand these in their local and global contexts
- Students will learn about contemporary African political issues and movements as expressions of and engagements with public culture in Africa today
- Students will encounter a variety of expressive cultural forms, including: visual cultures, film cultures, literary cultures, and music cultures
- Students will engage with philosophies and theories of independence and decolonization, ideologies of race and ethnicity, and human rights discourse
- Students will be able to interpret, assess, and evaluate various ideas, events, issues, and expressions relevant to the cultural study of Africa

Content Topic List

- History, peoples and cultures of Sub-Saharan Africa
- Single stories and Africa in the American imagination
- Global Africa in the Middle Ages
- The Trans-Atlantic Slave Trade
- Women in Africa: colonial disruptions

Sought Concurrence

No

Attachments

- AFAMAST_1111_ IntroductionToAfrica_RevisedSyllabus_9Dec2021.pdf: Syllabus
(Syllabus. Owner: Beckham, Jerrell)
- AFAMAST_1111_GE-foundations-submission_CulturalStudies.pdf: GE Foundations Form CS
(Other Supporting Documentation. Owner: Beckham, Jerrell)

Comments

- Please see Panel feedback email sent 12/06/2021. *(by Hilty, Michael on 12/06/2021 03:05 PM)*

COURSE REQUEST
1111 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/30/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	11/15/2021 01:09 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	11/15/2021 02:09 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/22/2021 11:23 AM	College Approval
Revision Requested	Hilty, Michael	12/06/2021 03:05 PM	ASCCAO Approval
Submitted	Beckham, Jerrell	12/09/2021 03:46 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	12/09/2021 04:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/30/2021 04:03 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/30/2021 04:03 PM	ASCCAO Approval

The Ohio State University
The Department of African American and African Studies

AFAMAST 1111
Introduction to Africa
3 Credit Hours

GE: Cultural Studies (Foundation)

Professor:

Term:

**Meeting Time/Place: Two class meetings/week (Mon/Wed, or Tues/Thurs), 80 mins/class;
location: TBD**

Office Hours Time/Place:

Course Description:

This course is a multidisciplinary introduction to the history, peoples, and cultures of Sub-Saharan Africa. Via a diverse set of sources and mediums, including films, literature, visual art, human rights reports, etc., students will be introduced to a number of important expressions, ideas, episodes, events, and trends in Africa, past and present.

Course Goals and Objectives:

- 1- Students will become familiar with the social and cultural diversity (geography, peoples, and polities) of the African continent
- 2- Students will be introduced to culturally significant historical events and eras to understand these in their local and global contexts
- 3- Students will learn about contemporary African political issues and movements as expressions of and engagements with public culture in Africa today
- 4- Students will encounter a variety of expressive cultural forms, including: visual cultures, film cultures, literary cultures, and music cultures
- 5- Students will engage with philosophies and theories of independence and decolonization, ideologies of race and ethnicity, and human rights discourse
- 6- Students will be able to interpret, assess, and evaluate various ideas, events, issues, and expressions relevant to the cultural study of Africa

GE (Foundation): Cultural Studies:

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.**
- **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.**
- **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.**
- **Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.**

GE Rationale (Cultural Studies):

“Introduction to Africa” serves to introduce students to Africa's cultural diversity and significance, via a survey of "important expressions, ideas, episodes, events, and trends in Africa, past and present." Examples of significant cultural topics, concerns, and issues include: the global scope of medieval African societies, the trans-Atlantic slave trade and diaspora formation, the history of African resistance to European empire, working-class social movements and labor organization, decolonial politics and the struggle for independence, feminist politics and social movements, the work (and critique) of international development and human rights organizations, prominent works and figures in the visual and performing arts, and current "Afrofuturist" ideas, expression, and trends.

Required Text(s):

- **Toyin Falola, *The Power of African Cultures* (University of Rochester Press, 2003)**
- **Ousmane Sembène, *God's Bits of Wood* (1960)**
- **Ayi Kwei Armah, *The Beautiful Ones are Not Yet Born* (1968)**
- **Human Rights Watch report on DR Congo, 2020**
- **Additional readings will be made available via carmen**

Texts will be made available for purchase at the campus Barnes & Noble Bookstore. Books can also be purchased via online vendors. Further, texts will be placed on reserve at the Thompson Library for short term (2-hour) loans. Students may also request texts through OhioLink or Inter-Library Loan (ILL).

Course Assignments:

- 1. Attendance:** The instructor will register attendance on Carmen Canvas at the beginning of class and note late arrivals. All absences or late arrivals must be cleared with the instructor in advance or, in the case of a medical emergency, be accounted for in writing after the fact. Absences and lateness will be assessed on a percentage basis. Thus, three unexcused absences will amount to a 10% reduction in your attendance grade. An unexcused late arrival will count as 80% of attendance on a given day.
- 2. Participation (Weekly Quizzes):** To promote preparation and participation, students will take a short quiz at the outset of class on Monday (for Mon/Wed classes) or Tuesday (for Tuesday/Thursday classes), surveying their knowledge of the weekly reading assignments. Students will take a total of ten quizzes during the semester.
- 3. Weekly Response Papers:** 400 words, an overview and critical response to the reading and related media assigned for the week, placing these “texts” in conversation with course content already covered. For these papers, students should not merely summarize weekly course content. This is a space for critical and constructive interpretation of key ideas, issues, events, and works. It is also a space to reflect on the social and ethical implications of such inquiry. Questions and prompts will be provided to help students orient themselves in the content of the assigned readings/media. Students will write a total of ten response papers during the semester.
- 4. Midterm Exam:** in-class exam with short identifications (describing selected cultural phenomena, events, and ideas) and an essay question (demonstrating informed analysis of a cultural phenomenon, event, or idea).
- 5. Final Exam:** open book, take-home exam based around an essay question. For this exam, students will describe, interpret, and analyze a relevant cultural issue, event, idea, or expression relevant to the study of Africa today. Essays will be modeled on analytic and interpretive methods encountered in class throughout the semester. Essays should include both primary and secondary sources, properly referenced and cited in the text and bibliography. Successful essays will apply appropriate sources and methods when responding to the question posed.

Assessment/Grading:

- Attendance (10%)
- Participation, weekly quizzes (10%)
- Weekly Response Papers (30%)
- Midterm (20%)
- Final (30%)

GRADING SCALE

93 - 100 (A)

90 - 92.9 (A-)

87 - 89.9 (B+)

83 - 86.9 (B)

80 - 82.9 (B-)

77 - 79.9 (C+)

73 - 76.9 (C)

70 - 72.9 (C-)

67 - 69.9 (D+)

60 - 66.9 (D)

Below 60 (E)

Course Policies and Resources

Land Acknowledgement

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

Academic Misconduct

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

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental

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

Mental Health

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

Sexual Misconduct/Relationship Violence

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

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy

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

Course calendar (for Mon/Wed class sessions)

- 1. Single Stories and Africa in the American Imagination**
 - a. Mon., Resisting African Stereotypes**
 - i. Reading: “The Danger of A Single Story” (Chimamanda Ngozi Adichie)**
 - b. Wed., Group exercise around American stereotypes of Africa**
- 2. Global Africa in the Middle Ages: Mansa Musa and the empire of Mali**
 - a. Mon., The Place of West Africa in the World**
 - i. Reading: the travel journal of Ibn Battutta**
 - ii. In-class: quiz #1**
 - b. Wed., Islamic Cultures in Africa through the (online) Metropolitan Exhibition ‘Sahel’**
 - i. Reading: Arts and Empire on the Shores of the Sahara**
 - ii. Due: response Paper #1**
- 3. History and Spirituality in the Kongo Kingdom**
 - a. Mon., Central African cosmologies through Kongo art objects**
 - i. Reading: Excerpts from *Authentically African: Arts and the POLitics of Congolese Culture* (available as PDF)**
 - ii. In-class: quiz #2**
 - b. Wed., Kongo Christianity and the Global Politics of the Kongo kingdom:**
 - i. Viewing: images of the royal court**
 - ii. Reading: royal correspondence between the Kongo and Portuguese kings**
 - iii. Due: response paper #2**
- 4. The Trans-Atlantic Slave Trade**
 - a. Mon., Histories of the Trans-Atlantic Trade**
 - i. Primary Source Reading: the Transatlantic Slavery database**
 - ii. In-class: quiz #3**
 - b. Wed., African cultures in the Americas**

- i. Reading: excerpts from *The Power of African Cultures*
 - ii. Due: response paper #3
- 5. Shaka Zulu: myth and man
 - a. Mon., Popular Representations of Shaka Zulu in Past and Present
 - i. Reading: excerpts from *The Power of African Cultures*
 - ii. In-class: quiz #4
 - b. Wed., Historical Analysis of Shaka
 - i. Reading: excerpts from *The Power of African Cultures*
 - ii. Due: response paper #4
- 6. Colonialism: Ousman Sembène's *God's Bits of Wood*
 - a. Mon., *God's Bits of Wood*, as a literary text
 - i. Reading: *God's Bits of Wood*, first half
 - ii. In-class: quiz #5
 - b. Wed., *God's Bits of Wood*, as a historical or primary source
 - i. Reading: *God's Bits of Wood*, second half
 - ii. Due: response paper #5
- 7. West African Film Cultures (no quiz or response paper this week!)
 - a. Mon., Sembène as a filmmaker
 - i. In-class viewing: *Xala* (Ousmane, 1975)
 - b. Wed., Nollywood cultures in Nigeria
 - i. In-class viewing: TBA
- 8. Midterm (no quiz or response paper this week!)
 - a. Mon., Midterm review
 - b. Wed., Midterm exam
- 9. Independence vs. decolonization: Freedom in 1960?
 - a. Mon., Pan-Africanism and Independence: Negritude
 - i. Reading: excerpts from *The Power of African Cultures*
 - ii. In-class: quiz #6
 - b. Wed., Global Contours of Decolonization:
 - i. Reading: excerpts from *The Power of African Cultures*
 - ii. Due: response paper #6
- 10. Women in Africa: colonial disruptions?
 - a. Mon., Colonialism and changing gender roles: the life of Kimpa Vita
 - i. Reading: excerpts from *The Power of African Cultures*
 - ii. In-class: quiz #7
 - b. Wed., 'Sitting on a man': Igbo women's protest
 - i. Reading: excerpts from *The Power of African Cultures*
 - ii. Due: response paper #7

11. Postcolonial Africa: Ayi Kwei Armah, *The Beautiful Ones are Not Yet Born*(1968)

- a. Mon., *The Beautiful Ones are Not Yet Born*, as a Literary Text
 - i. Reading: *The Beautiful Ones are Not Yet Born*, first half
 - ii. In-class: quiz #8
- b. Wed., *The Beautiful Ones are Not Yet Born*, as a primary source
 - i. Reading: *The Beautiful Ones are Not Yet Born*, second half
 - ii. Due: response paper #8

12. Exploitation in central Africa and Human Rights Violations

- a. Mon., From Reb Rubber to Coltan
 - i. Reading: Human Rights Watch report on DR Congo, 2020
 - ii. In-class: quiz #9
- b. Wed., Human Rights, International Aid, and Policy Making
 - i. Reading: Human Rights Watch report on DR Congo, 2020, cont'd
 - ii. Due: response paper #9

13. Youth cultures: Hip-hop in/and Africa

- a. Mon., Hiplife in Ghana
 - i. In-class viewing: 'Living the Hiplife' documentary by Jesse Weaver Shipley
 - ii. In-class: quiz #10
- b. Wed., Hip-hop at large (Afro-Europe)
 - i. Reading: Excerpts from *Flip the Script: European Hip-Hop and the Politics of Postcoloniality* (available as PDF)
 - ii. Due: response paper #10

14. Afrofuturism (no quiz or response paper this week!)

- a. Mon., Past, Present, and Future in Afrofuturism:
 - i. In-class viewing: Alondra Nelson on Afrofuturism (YouTube)
- b. Wed., Afrofuturism in Art and Popular Culture
 - i. In-class viewing: selected works of Afrofuturist visual culture
 - ii. Review for Final Exam

15. Final Exam

GE Foundation Courses

Overview

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

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

Accessibility

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

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

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

A. Foundations

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

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

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

A. Foundations

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

B. Specific Goals of Writing and Information Literacy

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

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

A. Foundations

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

B. Specific Goals

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

GE Rationale: Foundations: Natural Science (4 credits)

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

A. Foundations

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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