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   1112
Course Title   Introduction to the Black World
Transcript Abbreviation   Intro Black World
Course Description   This course introduces students to the history & present of the global Black World(s) encompassing
                                                 Africa & its diasporas. It explores the racial ideologies that shaped Blackness, & looks to its political,
                                                 cultural, social, & religious expressions. Students discuss Black movements, diversity, & anti-black
                                                 politics. They learn to look at lived realities of blackness through an intersectional lens.
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 No
education component?
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

Race, Ethnic and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Students will become familiar with the diversity (geography, peoples, cultures, and political contexts) of Black communities across the world. They will be able to analyze these comparatively.
- Students will be introduced to historical events and eras that are of significance to Black communities across the world and will learn to understand these in their local and global context.
- Students will explore contemporary global black movements and political, cultural, social and economic issues black communities are confronted with across the world.
- Students will understand how ideas about race were constructed historically & socially. They will learn to think critically about the ways in which the category of race intersects with other categories of identity (notably gender, ethnicity, & class)
- Students will be able to interpret, assess, and evaluate various ideas, events, issues, and expressions relevant to the cultural study of Black communities.

Content Topic List

- Global Black World(s) Yesterday and Today
- The Trans-Atlantic Slave Trade and the Rise of the Atlantic World
- The Rise of Racial Ideologies
- Afro-European Cultures: Paris and London
- Afro-Latin Cultures

Sought Concurrence

No

Attachments

- AFAMAST_1112_ Introduction_to_the_Black_World_RevisedSyllabus_9Dec2021.docx: Syllabus

  (Syllabus. Owner: Beckham,Jerrell)

- AFAMAST_1112_GE_Foundations_REGD_SubmissionDocument.pdf: GE Submission Form REGD

  (Other Supporting Documentation. Owner: Beckham,Jerrell)

Comments

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

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham,Jerrell	11/15/2021 02:18 PM	Submitted for Approval
Approved	Skinner,Ryan Thomas	11/15/2021 02:56 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/22/2021 11:24 AM	College Approval
Revision Requested	Hilty,Michael	12/06/2021 03:06 PM	ASCCAO Approval
Submitted	Beckham,Jerrell	12/09/2021 03:52 PM	Submitted for Approval
Approved	Skinner,Ryan Thomas	12/09/2021 04:09 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/17/2021 11:02 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/17/2021 11:02 AM	ASCCAO Approval

The Ohio State University

Department of African American and African Studies

AFAMAST 1112
Introduction to the Black World

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

3 Credit Hours

<u>**Professor:**</u>
<u>**Term:**</u>
<u>**Meeting Time/Place:**</u> Two class meetings/week (Mon/Wed, or Tues/Thurs), 80 mins/class;
location: TBD
<u>**Office Hours Time/Place:**</u>

<u>**Course Description:**</u>

This course introduces students to the history and present of the global Black World(s), encompassing both the African continent and its diasporas. It will explore the historical events and the racial ideologies that shaped global Blackness, and look to its political, cultural, social, and religious expressions. Students will also discuss contemporary Black movements, diversity within the Black world**,** and anti-black politics. They will learn to look at constructions and lived realities of blackness through an intersectional lens.

<u>**Course Goals and Objectives:**</u>

1- Students will become familiar with the diversity (geography, peoples, cultures, and political contexts) of Black communities across the world. They will be able to analyze these comparatively.

2- Students will be introduced to historical events and eras that are of significance to Black communities across the world and will learn to understand these in their local and global contexts

3- Students will explore contemporary global black movements and political, cultural, social, and economic issues black communities are confronted with across the world.

4- Students will understand how ideas about race were constructed historically and socially, and they will learn to think critically about the ways in which the category of race intersects with other categories of identity (notably gender, ethnicity, and class).

6- Students will be able to interpret, assess, and evaluate various ideas, events, issues, and expressions relevant to the cultural study of Black communities.

GE (Foundations): 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.
- 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**.**

GE Rationale:
The purpose of this course is to introduce students to the ways in which race has structured the conditions and lived experiences of Black people across the world. Students will be taught to employ an intersectional approach in the analysis of past and present, taking into account not just race but also for example gender, class, and ethnicity in their understanding of past and present lived experiences of black communities

<u>**Required Text(s)**</u>

Saidiya Hartman*, Lose Your Mother. A Journey Along the Atlantic Slave Route.* (2007)
Olivette Otele, *African Europeans. An Untold Story* (2021)

Additional readings, media assignments, and primary sources will be 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).

<u>**Course Assignments**</u>
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 overall 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.**
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 black worlds 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:

- **Class Attendance (10%)**
- **Participation (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 schedule

A.   Global Black History: The Making of Blackness

1. Global Medieval Black Worlds

   To read: Otele, chapters 1 + 2
   		Excerpts Ibn Battuta's travel descriptions
   		visual material: black people in Renaissance art

2. The Trans-Atlantic Slave Trade and the Rise of the Atlantic World

   To read: Otele chapter 3
   		 Hartman chapters 1-3

3. The Rise of Racial Ideologies

   To read: Otele chapter 4 (on gender and race),
   		 primary sources on scientific racism (Lamarck, visual material on scientific racism)

4. The Black Indian Ocean World

   To read: primary sources: Indian Ocean slave narratives
   		Explore Schomburg on-line exhibit: The African Diaspora in the Indian Ocean World
5. The Invention of Africa?

   To read: Hartman, chapters 4, 5, 6, 7

6. Resistance and Organization: The Many Histories of Pan-Africanism

   To read: Hartman , 8, 9, 10,
   primary sources (DuBois, Senghor, the 5th pan-African congress, Abdias do Nascimento, Paulette Nardal)

7. Afro-European Cultures: Paris and London

To Read: Otele, chapters 5, 6, 7

8. Afro-Latin Cultures: the example of Candomblé

To watch: *Yemanjá. Wisdom from the African Heart of Brazil.* (2013)

B. *Global Black World(s) Today*

1. Theorizing Diaspora

To read: set of excerpts that allow students to trace the evolution of concept of African diaspora (DuBois, Joseph Harris, Paul Gilroy, Stuart Hall, Tsitsi Ella Jaji, artwork by Maria Magdalena Campos-Pons)

2. Anti-Blackness and Capitalism

To read: Hartman, chapters 11+ 12
Alves, Jaime Amparo. 2013. "From Necropolis to Blackpolis: Necropolitical governance and black spatial praxis in São Paulo, Brazil." *Antipode* 46.2: 323–339.

3. Global Black Cultural Movements

To read: Selection of primary sources from *Indigéniste* movement, *Négrismo*, *Négritude,* and *Harlem Renaissance*

4. Global Black Music Cultures: global hip-hop cultures

To watch: selection of Youtube videos with music from Tanzanian, Congolese, Haitian, and French artists (lyrics provided)

To read: Saunders, Tanya. (2016) "Towards A Hemispheric Analysis of Black Lesbian Feminist Activism and Hip Hop Feminism: Artist Perspectives from Cuba and Brazil." In No Tea: No Shade: New Writings in Black Queer Studies. Edited by E. Patrick Johnson.

5. Global Black Resistance: BLM

To read: media sources on BLM in USA, Dominican Republic, Cuba, Brazil, UK, and South Africa

6. Black Feminist Thought: Past and Present

To read: Combahee River Collective Declaration (1977)

Mosby, Dorothy E. 2016. "Traveling words: A reflection on "Rotundamente negra" and Afro-descendant women's cultural politics." *Meridians* 14.2: 25–45.

7. Afrofuturism

In-class film: Akomfrah, John, dir. *The Last Angel of History*. New York: Icarus Films, 1996.

To Read: Dery, Mark. "Black to the Future: Interviews with Samuel R. Delany, Greg Tate, and Tricia Rose." In *Flame Wars: The Discourse of Cyberculture*. Edited by Mark Dery, 179–222. Durham, NC: Duke University Press, 1994.

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.

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)*

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)*

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.

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.

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)*

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.

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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)*

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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)*

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.

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)*

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)*

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)*

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)*