

## Term Information

Effective Term Autumn 2022

## Course Change Information

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

The Department of African American and African Studies(AAAS) is proposing to add AFAMAST 2270, Introduction to Black Popular Culture to the Foundation on Race, Ethnicity and Gender Diversity within the General Education(GE) requirements.

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

The Department believes AFAMAST 2270 with the current modifications to the syllabus align with the Foundation on Race, Ethnicity, and Gender Diversity within the General Education requirements.

### 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)?

There are no expected programmatic 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	2270
Course Title	Introduction to Black Popular Culture
Transcript Abbreviation	Intro Blck Pop Clt
Course Description	A critical analysis of the commodity production and consumption of black popular culture products, such as fashion, film, urban fiction, music, vernacular expression, television and advertising.
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	Sometimes
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
Previous Value	<a href="#">Columbus</a>

## **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, Senior

## **Requirement/Elective Designation**

General Education course:

Visual and Performing Arts; Social Diversity in the United States; Literary, Visual and Performing Arts; Race, Ethnic and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

### ***Previous Value***

*General Education course:*

*Visual and Performing Arts; Social Diversity in the United States; Literary, Visual and Performing Arts*

*The course is an elective (for this or other units) or is a service course for other units*

## **Course Details**

**Course goals or learning objectives/outcomes**

- At the end of the semester, students should be able to understand the intellectual and social origins of Black popular culture.
- At the end of the semester, students should be able to articulate the main contours of different methodological perspectives—both their promises and limitations—for the study of (Black) popular culture
- At the end of the semester, students should be able to become conversant with various theories and concepts of Black Studies that will inform their future work in Black Studies.
- At the end of the semester, students should be able to describe the ways in which popular culture functions as modality for the social construction of intersecting identity positions and socio-political discourses around them.
- At the end of the semester, students should be able to analyze popular culture using a variety of theoretical resources, including Black studies, queer theory, and intersectional feminist perspectives.
- At the end of the semester, students should be able to think critically about the major concepts, themes, and debates that influence representational politics and attitudes in Black popular discourse.
- At the end of the semester, students should be able to reflect on their social positions in relation to others, as well as the ways in which these groups are represented in popular culture.
- At the end of the semester, students should be able to make connections between course material and examples of popular culture from both the past and present.

**Previous Value**

- *This course equips students with tools to read popular cultural texts and consider how texts promote and/or reproduce cultural beliefs and values. The goal of this course is to help students to understand popular culture as more than entertainment.*

**Content Topic List**

- Representation and performance
- Popular culture
- Expressive culture
- Music
- Film
- Popular literature

**Sought Concurrence**

No

**Previous Value**

**Attachments**

- AFAMAST\_2270\_UpdatedSyllabus\_AU21 (1).docx: Syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*
- AFAMAST2270\_GE-foundations-submission\_REGD.pdf: GE Submission Form REGD  
*(Syllabus. Owner: Beckham, Jerrell)*

**Comments**

- Please note that this course was grandfathered into the LVAP (Literature, Visual, and Performing Arts) Foundation. This submission is to add an REGD Foundation as well. *(by Beckham, Jerrell on 12/09/2021 01:58 PM)*

**COURSE CHANGE REQUEST**  
2270 - Status: PENDING

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

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	12/09/2021 03:36 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	12/09/2021 03:37 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/30/2021 03:52 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 03:52 PM	ASCCAO Approval

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

**Course: AFAMAST 2270**  
**Introduction to Black Popular Culture**

GE Foundations:  
Race, Ethnicity, and Gender Diversity;  
Literature, Visual, and Performing Arts

**Professor:**

**Term:**

**Meeting Time/Place: Two Class Meetings/week, 80 mins/class; location TBA**

**Office Hours Time/Place:**

<b>Course Description</b>
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The course will undertake an interdisciplinary approach to studying modalities of Black cultural production in popular music, film, television, fashion, literature, advertising, and vernacular expression. The course will discuss, examine, and problematize concepts of blackness, Black authenticity, Black representation, Black gender politics, Black sexuality, and more. Far from a trivial or superficial matter, theorizing popular culture provides unique insights into how contemporary life is constructed and experienced in the US; as such, this course moves toward more nuanced understandings of Black popular culture as a critical site of discourse and debate about race, racial identity, gender, gender expression, sexuality, and cultural politics. In addition to understanding the parameters and arguments involved in the study of popular culture, students will also learn various methods of interpretation so that they may perform their own analyses of current events and cultural productions.

<b>Course Goals</b>
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**Course Goals [note to self: fit these to both GE goals]**

At the end of the semester, students should be able to

- *Understand* the intellectual and social origins of Black popular culture.
- *Articulate* the main contours of different methodological perspectives—both their promises and limitations—for the study of (Black) popular culture.
- *Become conversant* with various theories and concepts of Black Studies that will inform their future work in Black Studies.
- *Describe* the ways in which popular culture functions as modality for the social construction of intersecting identity positions and socio-political discourses around them.
- *Analyze* popular culture using a variety of theoretical resources, including Black studies, queer theory, and intersectional feminist perspectives.
- *Think critically* about the major concepts, themes, and debates that influence representational politics and attitudes in Black popular discourse.
- *Reflect* on their social positions in relation to others, as well as the ways in which these groups are represented in popular culture.
- *Make connections* between course material and examples of popular culture from both the past and present.

- *Experience* a wide variety of popular media in order to think critically about the ways in which this courses' major thematic material appears in different ways across the arts and humanities.
- *Write and speak effectively* about Black popular culture using the languages, theories and methods connected to their academic study and which can grapple with multifaceted understandings of popular culture as a critical site of inquiry, including and beyond, play, pleasure, politics, and entertainment.

## **GE: Race, Ethnic, 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 (REGD):**

**This course covers foundational topics in racial and ethnic diversity by centering Black thought and Black popular culture throughout, while also helping students to approach thinking about gender diversity and other identity categories—not as addenda but as interconnected aspects of social, political, and personal life.**

## **Foundations: Literary, Visual, or Performing Arts**

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.
- 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
- 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.
- Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design

### Required Texts

There is no assigned textbook for this course. Students should allot approximately \$25.00 to purchasing course content over the semester (music, film, and various streaming services). Otherwise, all other materials will be provided.

### Course Components

#### **Class Participation** (25%).

Active and critical discussion in class will play an important role in this course. Participation during class meetings and assignments is extremely important to the teaching/learning environment, process and to your grade. It is not so much that I want you to speak for the sake of speaking, but that I want you to accept *some* responsibility for engaging with others and for the energy and focus of the class. Students also have a responsibility to complete participation assignments such as the syllabus quiz, thought cards and any in-class or online writing assignments. Participation points will be deducted from the final participation grade for any missing or incomplete thought cards, syllabus quiz and any other in-person or online participation assignments.

- **Thought Cards**: thought cards are *due every day* that we there is a reading (which includes, videos, films, etc.) assigned. On a 3x5 notecard concisely write:
  1. **A Takeaway**: the author's central argument from the assigned reading or the prominent theme that linked (2) or more readings.
  2. **A New Term or Concept** from the assigned readings defined in your own words.
  3. **A Class question or comment** to spark dialogue with your peers or a question for your instructor, which should not require merely a yes or no answer.
- **Discussion Leader**: Throughout the course you will be asked to be a discussion leader on one assigned reading. For the reading you are assigned, my expectation is that you will quickly present (appx. 3 minutes) on the following at the top of the class:
  1. Come to class having **thoroughly read the reading** (or video, film, album, etc.) that you were assigned.
  2. **Look up** biographic information about the scholar/author/artist. In other words, what should we know about the author and their significant contributions and how might that be important to know for reading the text?
  3. **Identify** and define key words, terms or concepts in the reading.
  4. **Develop** thoughtful questions to contribute to class discussion.

5. Thoroughly **engaging** in class discussion after you have introduced the topic.

**Critical Media Analysis (20%)** In pairs or groups of three (that I will assign), students will prepare a polished, well researched 15-minute presentation in which they analyze a Black popular culture artifact, of their choosing from a critical or feminist perspective. This perspective can invoke issues of class, race, ethnicity, nationality, gender, sexuality, size, ability, color or any combination to formulate a thoughtful intersectional analysis. We will spend class time talking about this assignment at length. Start thinking early about a TV show, film, video, performance, advertisement, character, GIF or meme, that you would like to explore deeply using academic scholarship. **Students, as individuals, will also be required to turn in a (750 words or more) essay coupled with their presentation that is due at the beginning of class on the day of the presentation.**

**Midterm (25%)** The midterm examination will take place in class and will include a compilation of questions that cover course content discussed in class and in the readings within the first five week. Possible questions may include short answer, short essay, fill in the blank and multiple choice. **Midterm Date:** Monday February 17th.

**Final Exam (30%)** The final examination will include a creative project portfolio or a research proposal on a relevant and unique topic in Black popular culture. TBD. The Final Exam will take place on Friday April 24th 10:00-11:45am.

#### **OSU Standard Grade Guidelines**

94-100 A; 90-93 A-; 87-89 B+; 83-86 B; 80-82 B-; 76-79 C+; 72-75 C; 69-71 C-; 65-68 D+; 62-64 D; 60-61 D-

<b>Course Policies and Resources</b>
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#### **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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> 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](http://ccs.osu.edu) or calling [614-292-5766](tel: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](tel: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).

### **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](mailto: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.

<b>Schedule*</b> (for Mon/Wed class meetings)
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Week 1

Monday: Introductions and Course Overview

Wednesday: Introducing the “Black” in “Black Popular Culture”

1. Stuart Hall, “What is this “Black” in Black Popular Culture”

**UNIT 1: Popular Culture and the History of the Black Body**

Week 2

Monday: Key Terms

Overview of Key Terms (look on Carmen Under Readings under “Key Terms”).

1. John Storey, Chapter 1: “What is Popular Culture?” (Reading).

**No thought card due.**

Wednesday: Key Concepts

1. Brandt and Claire. 2018. “The Culture Industries.” In *Introduction to Popular Culture in the U.S.*, 77-102 (chapter 4).
2. [Ross, Alex. 2014. “The Naysayers: Walter Benjamin, Theodor Adorno, and the critique of pop culture.” \*The New Yorker\*, September 15.](#)

Week 3

Monday

NO CLASS

Wednesday: Scripting the Black Body

1. Marlon Riggs, “Ethnic Notions” (Film).
2. Eric Lott, “Love and theft: The Racial Unconscious of Blackface Minstrelsy” (Reading).
3. Ayanna Thompson, *Blackface* (Bloomsbury Academic)

Week 4

Monday: Scripting the Black Body (II)

1. Ronal L. Jackson II, “Scripting the Black Masculine Body” (Reading).
2. Linda Villarosa, “Myths about physical racial differences were used to justify slavery — and are still believed by doctors today,” (*The 1619 Project*)
3. Zinzi D. Bailey, Sc.D., M.S.P.H., Justin M. Feldman, Sc.D., and Mary T. Bassett, M.D., M.P.H., “How Structural Racism Works — Racist Policies as a Root Cause of U.S. Racial Health Inequities,” *New England Journal of Medicine*

Choose one of the following:

2. The Life and Times of Sara Baartman: The Hottentot Venus (Film; *must purchase on Vimeo*).
3. Carol E. Henderson, “AKA: -Sarah Baartman, the Hottentot Venus, and Black Women’s Identity” (Reading).

## UNIT 2: Framing Black Art

Wednesday: Exploring the Concept of Black Authenticity Through Black Art

1. W.E.B. DuBois, “Criteria for Negro Art” (Reading).
2. Langston Hughes, “The Negro and the Racial Mountain” (Reading).

### Week 5

Monday: Exploring the Concept of Black Authenticity Through Black Art (II)

1. Marlon Riggs, “Black Is...Black Ain’t” (Film).
2. E. Patrick Johnson, “The Pot is Brewing: Marlon Riggs’s Black Is...Black Ain’t in Appropriating Blackness: Performance and the Politics of Authenticity” (Reading).

Wednesday: III

1. Beyoncé’s Visual Album, “Lemonade” (Video).
2. Nicole Fleetwood, Introduction to *Troubling Vision: Performance, Visuality, and Blackness* (Reading).
3. “Clint Smith on the Superdome after Hurricane Katrina” (1619 Project)

### Week 6

Monday: IV

1. Ellis Cashmore, Chapter 1, “Crack in the Wall” from *The Black Culture Industry*. (Reading).
2. Stuart Hall, “The Whites of Their Eyes: Racist Ideologies and the Media” (Reading).

Wednesday: Race, Class, and Gender in Film

1. August Wilson, “Fences” (Film)
2. John Singleton, “Boyz n the Hood” (Film).

### Week 7

Monday

**In Class: Midterm Examination on Units 1 and 2**

## UNIT 3: Gendering and Ungendering in Black Popular Culture

Wednesday: Defining Gender

1. Hortense Spillers, “Mama’s Baby, Papa’s Maybe” (Reading).

**SPECIAL NOTE:** Do your very best not to miss this class. Hortense Spillers’ “Mama’s Baby Papa’s Maybe” is a foundation text on blackness and gender. This piece will be imperative understanding for the rest of the semester. It is often challenging to read, which is why attending class will be imperative for understanding main arguments.

### Week 8

Monday: Defining Gender II

1. “The Great Escape from Slavery of Ellen and William Craft” (Google reading)
2. Hari Ziyad, “My Gender is Black” (Google reading).

Wednesday: Gendering Black Women Through Racialized Stereotypes

1. Patricia Hill Collins, “Mammies, Matriarchs, And Other Controlling Images” (Reading).
2. Soul Food (Film).

#### Week 9

Monday: How Black Women Respond to Gendered Oppression

1. Trudy, “Explanation on Misogynoir” (Reading).
2. Kimberlé Crenshaw’s Intersectionality TEDx (Video on YouTube).

### **UNIT 4: Masculinities, Femininities and Sexual Politics in Black Popular Culture**

Wednesday: Representations of Black Sexualities

1. Wesley Morris, “Last Taboo: Why Pop Culture Just Can’t Deal with Black Male Sexuality” (Reading).
2. bell hooks, “Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace” in *Black Looks: Race and Representation* (Reading).

#### Week 10

Spring Break: No Class

#### Week 11

Monday: Black Men and Masculinities

1. bell hooks, “Plantation Patriarchy” from *We Real Cool: Black Men and Masculinity* (Reading).
2. Herman Gray, “Black Masculinity and Visual Culture” (Reading).

Wednesday: II

1. “Moonlight” (Film).
2. Bryan Keith Alexander, “Fading, Twisting, and Weaving: An Interpretive Ethnography of the Black Barbershop/Salon as Cultural Space” in *Performing Black Masculinity: Race, Culture, and Queer Identity* (Reading).

#### Week 12

Monday: Redefining Blackness: Masculinities and Femininities

“Queen Sugar’ Fans Discuss Black Masculinity” (Video).

1. Khende Wiley (Google/Research portraits on Black men).
2. “The Creatives Redefining Black Masculinity” (Reading/List).
3. “Mickalene Thomas” (Video on Vimeo).
4. Tierra Whack, “Whack World” (Visual Album).

Wednesday: The Complications of hip hop

1. Imani Perry, “Who(se) Am I? The Identity and Image of Women in Hip Hop” (Reading).
2. Tricia Rose, “Nobody Talks About the Positive in Hip Hop” from *The Hip Hop Wars: What We Talk About When We Talk About Hip Hop* (Reading).

### Week 13

Monday: Black Women and Pleasure Politics

1. Audre Lorde, “Uses of the Erotic: The Erotic As Power” (Reading or audio available on YouTube).
2. Song/Video, Foxy Brown, “Ill Na Na”
3. Song/Video, Lil Kim, ft. Lil Cease and Jay-Z “Big Mama Thing”
4. Song/Video, Khia, “My Neck, My Back” (Lick It)
5. Megan Thee Stallion, “Fever” (album and watch some of her videos of your choosing).

Wednesday: Black Women’s Gender and Sexuality in Hip-hop

1. Seth Cosimini, “I’m a Motherfuckin’ Monster!”: Play, Perversity, and Performance of Nicki Minaj (Reading).
2. Nikki Lane, “Black Women Queering the Mic: Missy Elliott Disturbing the Boundaries of Racialized Sexuality and Gender” (Reading).
3. Megan Thee Stallion, “Fever” (album and watch some of her videos of your choosing).

## **UNIT 5: Hot Topics in Black Popular Culture**

### Week 14

Monday: Blackness, Politics and Sports

1. Introduction in *Forty Million Dollar Slaves* (audio version available on YouTube).
2. Eddie Comeaux, “Stereotypes, Control, Hyper-Surveillance, and Disposability of NCAA Division I Black Male Athletes” (Reading).
3. Ritu Prasad, “Serena Williams and the Trope of the 'Angry Black Woman'” (Reading).
4. Research: recent activism of LeBron James, Colin Kaepernick, Dwyane Wade, etc.
5. Research: past activism of Muhammed Ali

Wednesday: Space, Place and Home

1. Solange, “When I Get Home” (Visual Album).
2. Melina Matsoukas, “Queen and Slim” (Film).
3. Kendrick Lamar, *Good Kid M.A.A.D. City* (Album).
4. Kevin M. Kruse, “A traffic jam in tlanta would seem to have nothing to do with slavery. But look closer...” (*1619 Project*)
5. Ari Shapiro, interview with Richard Rothstein, “[‘The Color Of Law’ Details How U.S. Housing Policies Created Segregation.](#)” *NPR*, May 17, 2017.

### Week 15

Monday: Sexual Violence and the #MeToo Movement

1. Research: The #MeToo Movement
2. Research: Cancel Culture
3. Kimberlé Crenshaw, “Breaking the Silence Townhall” (Video).
4. Dream Hampton, “Surviving R. Kelly” (Docu. Series).
5. Maiysha Kai, “We Hear You. We See You. We Believe You’: Terry Crews and More Help #MeToo Center Survivors in a New PSA Campaign” (Reading).

Wednesday: Fatness and Lookism

1. Hess Love, "You are here: Home / Body Politics / White Supremacy, Colonialism and Fatphobia are Inherently Tied to Each Other" (Reading).
2. Clarkisha Kent, "On Fatphobia, Hair Discrimination, and Daily Negotiations With A Racist Society" (Reading).
3. Grapevine, "Mo'nique Vs The Industry" (Video).
4. HISSYFTT, "My Fatness is Not Your Problem - Dealing with Fatphobia" (Video).
5. Lizzo, "Cuz I Love You" (Album).
6. "On Fatphobia, Hair Discrimination, And Daily Negotiations With A Racist Society" (Reading).

Week 16:

Monday: Colorism, Skin Color Politics, and Disposability

1. Grapevine, "Colorism" (Video).
2. Ashleigh Shackelford, "Where Do All the Ain't Shit Black Femmes Go? Azealia & the Disposal of 'Difficult' Black Folks" (Reading).
3. N.W.A. Casting Call (Google).

**\*Course Final | Introduction to Black Popular Culture Final Exam\***

Friday April 24th 10:00-11:45am.

\*Changes in the schedule will inevitably occur, so stay tuned to Carmen for updates. I will never alter the course without giving you sufficient notice, nor will I alter it in a way that results in more work for you.

# 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)