

Term Information

Effective Term Autumn 2022
Previous Value Summer 2012

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 is proposing to add AFAMAST 3310, Global Perspectives on the African Diaspora as a Lived Environments Theme under the General Education (GE) requirement. The revised syllabus is included (3/9/2022).

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

With the modification the Department of African American and African Studies has made to the syllabus of AFAMAST 3310, the Department believes 3310 aligns with the Lived Environments Theme.

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)?

None

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 3310
Course Title Global Perspectives on the African Diaspora
Transcript Abbreviation Gbl Persp Af Diasp
Course Description Study of historical processes, key figures and ideas, and cultural expressions of the worldwide dispersion of people of African descent from different times and places.
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 Columbus, Mansfield, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 310.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

05.0201

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Lived Environments

Previous Value

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Learn about the history and present of various communities of Africa descent across the world
- Understand and analyze the dispersal of Africans throughout the world through comparative, historical and conceptual frameworks.
- Analyze how race and Blackness are constructed around the globe, taking into account global continuities and local differences.
- Recognize and analyze the myriad -and sometimes conflicting – ways history shapes the present of communities of African descent

Previous Value

Content Topic List

- African Diaspora
- Africanisms
- Slavery and the slave trade
- Negritude, Negrissimo, New Negro movement
- Pan-Africanism
- Black Nationalism
- Expressive culture
- Transnationalism and globalization

COURSE CHANGE REQUEST
3310 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/27/2022

Sought Concurrence

No

Attachments

- AFAMAST_3310_Syllabus.docx: Syllabus
(Syllabus. Owner: Beckham, Jerrell)
- AFAMAST_3310_GE-lived-environments.pdf: GE Form Themes Lived Environments
(Other Supporting Documentation. Owner: Beckham, Jerrell)
- AFAMAST_3310_Syllabus_Revised_9March2022.docx: Revised Syllabus 3.9.2022
(Syllabus. Owner: Beckham, Jerrell)
- AFAMAST3310_LivedEnvironmentCommittee_Response_9March2022.pdf: Cover Letter
(Other Supporting Documentation. Owner: Beckham, Jerrell)

Comments

- Here is the revised syllabus for AFAMAST 3310 (3/9/2021). The Department has also included a cover letter outlining the changes made. *(by Beckham, Jerrell on 03/09/2022 06:56 PM)*
- Please see Panel feedback email sent 03/07/2022. *(by Hilty, Michael on 03/07/2022 12:10 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	12/07/2021 10:54 AM	Submitted for Approval
Approved	Skinner, Ryan Thomas	12/07/2021 10:55 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/16/2022 01:16 PM	College Approval
Revision Requested	Hilty, Michael	03/07/2022 12:10 PM	ASCCAO Approval
Submitted	Beckham, Jerrell	03/09/2022 06:56 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	03/22/2022 02:25 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/27/2022 12:49 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/27/2022 12:49 PM	ASCCAO Approval

9 March 2022

To the review committee of the “Lived Environments” Theme:

The following is an overview of revisions made to the syllabus submitted to propose AFAMAST 3310, “Global Perspectives on the African Diaspora,” as “Lived Environments” Theme course in the new General Education curriculum.

1. Syllabus course title was changed from “Global Dimensions of the African Diaspora” to “Global Perspectives on the African Diaspora” (the official course title).
2. Reference to online instruction in the syllabus has been removed.
3. A second paragraph has been added to the course description, clearly linking the content of the course to the “Lived Environments” theme.
4. Generic Theme Goals and ELOs have been added to the syllabus, as requested.
5. This cover letter addresses all changes made to the syllabus, in response to committee feedback received on Monday, 7 March 2022.

Please let the Department of African American and African Studies know if you require any further information regarding this proposal.

Sincerely,

Ryan Skinner



Associate Professor

School of Music & the Department of African American and African Studies

Director of Undergraduate Studies, AAAS

Department of African American and African Studies

AFAMAST 3310: Global Perspectives on the African Diaspora

(3 credit hours)

Time: two 80-minute meetings/week

Location: TBA

Instructor: Dr. Sarah Van Beurden (she/her)

Office: 334 Dulles Hall

Office Hours: TBA

Course Description:

This course introduces students to the history of the African diaspora and present lives of people of African descent around the globe, and analyzes past, present, and future of the diaspora through conceptual and theoretical perspectives. We will follow the emergence of the diaspora from its early forms, through the Atlantic Slave Trade and its abolition, but will also explore the African diaspora in the Indian Ocean, as well as new forms of African diaspora in the 20th century. We will study the multiple cultures and identities that were shaped and defined in the process with a special attention to the continuities of African customs that can be found in communities of African descent around the world, as well as the many re-imaginings of the homeland and global connections in movements such as the Négritude, Pan-Africanism, etc .

This course asks students to reflect on the variety of histories and experiences of communities of African descent throughout the world—that is, to consciously and critically examine the lived environments of the global African diaspora. Within this transnational and historical human geography, students will learn to trace the different ways the past impacts the present, as well as how the local and the global intersect. Throughout the course, students will learn how globally generated ideas about “blackness” have shaped the *rooted* and *routed* lived experiences of people of African descent from the Atlantic era forward, as well as how these ideas about race have interacted with different conceptions of identity, such as ethnicity, gender, and class in the various places people of African descent call “home” in the world.

Learning Goals and Objectives of the Course:

- (1) Learn about the history and present of various communities of Africa descent across the world
- (2) Understand and analyze the dispersal of Africans throughout the world through comparative, historical and conceptual frameworks.
- (3) Analyze how race and Blackness are constructed around the globe, taking into account global continuities and local differences.
- (4) Recognize and analyze the myriad -and sometimes conflicting – ways history shapes the present of communities of African descent

General Education Goals and Expected Learning Outcomes:

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundation.

Expected Learning Outcomes:

- 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.

Expected Learning Outcomes

- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

Expected learning outcomes:

- 1.1 Engage with the complexity and uncertainty of human-environment interactions.
- 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

Expected learning outcomes:

- 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
- 2.2 Describe how humans perceive and represent the environments with which they interact.
- 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

GE Rationale:

Both in its range and its required exercises and assignments, this course presents an advanced exploration of the past and present of communities of African descent around the world. The course combined historical content (often accompanied by an analysis of primary sources) with conceptual and analytical approaches to the study of race. We will follow the emergence of the diaspora as a “lived environment” from its early forms, through the Atlantic Slave Trade and its abolition, but will also explore the African diaspora in the Indian Ocean, as well as new forms of African diaspora in the 20th century. We will study the multiple cultures and identities that were shaped and defined in the process with a special attention to the continuities of African customs that can be found in communities of African descent around the world, as well as the many re-imaginings of the homeland and global connections in movements such as the Négritude, Pan-Africanism, etc. Rather than presenting a survey, this course asks students to critically engage with global constructions of blackness and anti-blackness.

Mode of delivery: in-person

Credit hours and work expectations:

This is a **3-credit-hour course**. According to [Ohio State policy](#), students in a regular 15 week course should expect around 3 hours per week of time spent on direct instruction (classroom time) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: You are expected to arrive on time and be in class from beginning to end. In normal circumstances, no more than 3 absences are excused in my courses. *It is up to students who miss a class to contact me so that we can discuss together how to make up what you missed.*

Class Participation entails a close reading of the assigned materials each week, and an active participation in class. Please bring the assigned reading to class to facilitate discussion.

Office hours: TBA

Required Reading Material

Zora Neale Hurston, *Barracoon. The Story of the Last 'Black Cargo.'* Amistad Publishing, 2018.

Christina Sharpe, *In the Wake: On Blackness and Being.* Duke University Press, 2016.
Electronic copy available via the library.

Olivette Otele, *African Europeans. An Untold History.* Basic Books, 2021.

All other readings will be placed on Carmen

All assigned documentaries and films are available for on-line streaming via the library or on YouTube.

Assignments and Grade

ASSIGNMENT CATEGORY	GRADE %
Presentations of research papers	10%
Research paper	25%
Class Participation	15%
Small quizzes and Carmen discussion assignments	25%
Final	25%
Extra Credit options will be available	
Total	100%

See course schedule below for due dates.

Research paper: a 5-7 page paper on a particular artistic, cultural, political, or socio-economic aspect of the history or present of a person or community of African descent (excluding North America). This could be an artwork, a piece of writing, a festival, a particular socio-economic event (like a slave revolt), etc. to be determined in consultation with the instructor. A special library orientation will help students find the right scholarly research to use in their papers, which they will present to classmates at the end of the semester.

See schedule for details on scheduling meeting with instructor, due dates proposal and paper.

Presentations: brief (max. 5 minutes) presentations on research papers.

Class participation: active class participation is crucial to your success in this course. This includes group work, class discussions, reading discussions, etc.

Small quizzes and carmen discussion assignments: in-class pop quizzes on readings or class content, small carmen discussion assignments (brief questions, preparatory work, discussions, etc.)

Final: take-home essay that will ask for a critical reflection on the course content, using the course materials. Grade rubric will be provided.

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

Faculty feedback and response time

- **Grading and feedback:** You can generally expect feedback within **a week**. Group projects and paper might take up to two weeks.
- **Email:** I will reply to emails within **24 hours on weekdays**.

Late assignments

Extensions for assignments are granted to students presenting valid excuses, preferably at least one day before the due date of the assignment. Late submissions will not be accepted without prior consultation with the instructor. Please refer to Carmen for due dates and CONTACT INSTRUCTOR if you need an extension. Assignments handed in late without prior approval will be marked down by 10% for each day late, weekends included.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** write using good grammar, spelling, and punctuation. Your paper and other assignments should be your own original work. You should follow your preferred citation style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Students are expected to use appropriate language with the instructor as well with each other, have their cell phones on silent and not be involved in personal conversations or any activities which would disrupt the classroom environment.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- Streaming videos via Library site

REQUIRED EQUIPMENT

- Computer or tablet with high-speed internet connection

REQUIRED SOFTWARE

- **[Microsoft Office 365](#):** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

POLICIES FOR THIS COURSE

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](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.

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:

Week 1: Introductions

Tue: Introductions and syllabus

Th: African Diaspora: An Introduction

Read: start reading Zora Neale Hurston, *Barracoon* (from Foreword until p16)

Week 2: History of the Atlantic World

Tue: Birth of the Atlantic World and the Transatlantic Slave Trade

Th: The Middle Passage and Forms of Cultural Survival

Read: Zora Neale Hurston, *Barracoon* (p 17-94)

To Do: Transatlantic Slavery Database assignment (On Carmen)

Week 3:

Tue: Library Orientation

Th: Discussion *Barracoon*

Read: Zora Neale Hurston, *Barracoon* (95-138)

- On Clotilda: <https://www.smithsonianmag.com/smithsonian-institution/clotilda-last-known-slave-ship-arrive-us-found-180972177/> (Links to an external site.)
- On Africatown: <https://www.theguardian.com/us-news/2018/jan/26/africatown-site-of-last-us-slave-ship-arrival-sues-over-factorys-pollution> (Links to an external site.)
- On Dahomey/Benin: <https://www.npr.org/templates/story/story.php?storyId=1833314> (Links to an external site.) (listen to podcast- 8 mins) and https://www.washingtonpost.com/world/africa/an-african-country-reckons-with-its-history-of-selling-slaves/2018/01/29/5234f5aa-ff9a-11e7-86b9-8908743c79dd_story.html

Week 4: Afro-Cuban Culture and Religion

Tue: Afro-Cuban Culture

Th: Santeria practices

To Do: think about research topics, make appointment to discuss with instructor

Week 5: Afro-Ecuadorian culture and history

Tue: Afro-Ecuadorian History: Maroon societies and Slavery

Th: Afro-Ecuadorian Society: Las Esmeraldas

Read: Norman Whitten “Esmerald Freedom” + Jean Muteba Rahier “Miss Ecuador” (On Carmen)

To Do: Discussion prompt on Carmen

Week 6: Afro-Brazilian History and Culture

Tue: Brazil and the Atlantic World

Th: race in Brazil

Read: tbd

To do: Submit proposal research paper on Carmen

Week 7: Afro European History

Tue: Black Mediterranean

Th: Europe and the Transatlantic Slave trade

Read: Otele, chapters 1-3

To Do: discussion prompt on Carmen

Week 8: Afro-European History

Tue: Colonialism and Africans in Europe

Th: Colonialism and African in Europe

Read: Otele, chapters 4-5 + primary source package

To Do: discussion prompt on Carmen

Week 9: Afro-European communities today + Fortress Europe

Tue: Afro-European Communities Today

Th: Fortress Europe

Read: Otele chapters 6-7

+ Ian Urbina, "The Secretive Prisons that Keep Migrants out of Europe" *The New Yorker*

To Do: Discussion prompt on Carmen

Week 10: The African Diaspora in the Indian Ocean World

Tue: History of the Indian Ocean Slave Trade

Th: History of the Indian Ocean Slave Trade

Read: primary source package (slave narratives)

To Do: Discussion Prompt on Carmen

Week 11: The African Diaspora in the Indian Ocean World

Tue: Sidi Culture documentary: *From Africa to India: Sidi music in the Indian Ocean Diaspora*

Th: Break

To do: use your time to work on research paper

Week 12: Resistance and Revolution

Tue: Revolution, Decolonization, and Pan-Africanism

Th: Revolution, Decolonization, and Pan-Africanism

Read:

Marcus Garvey, "Africa for Africans" and "The Future as I See it" (On Carmen)

WEB Du Bois "To the World. Manifesto of the 2nd Pan-African Congress" (on Carmen)

Leopold Senghor, "Laws" (On Carmen)

The Combahee River Collective Statement (1977) (On Carmen)

Woman and Pan-Africanism in: Oxford bibliographies (via library)

Week 13: New African Diaspora's+ presentations

Tue: New African Diaspora's: Somali communities in Columbus, Ohio (guest lecture)

Th: Presentation Research papers

To do: Use your time to work on research paper+ presentations

Due: research papers

Week 14: In the Wake: On Blackness and Being

Tue: In the Wake discussion, chapter 1

Th: In the Wake discussion, chapter 2 + 3

Read: Christina Sharpe, *In the Wake*, chapters 1-3

Week 15 In the Wake: On Global Anti-Blackness

Tue: In the Wake discussion, chapter 4

Th: Black Lives Matter Around the World

Read: Sharpe, chapter 4+ BLM excerpts on Carmen

To Do: Discussion prompt on Carmen

Week 16: Wrap-up + Conclusions

Tue: Wrap-up + Conclusions

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

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.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the 1

In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. 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 integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. 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

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. 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

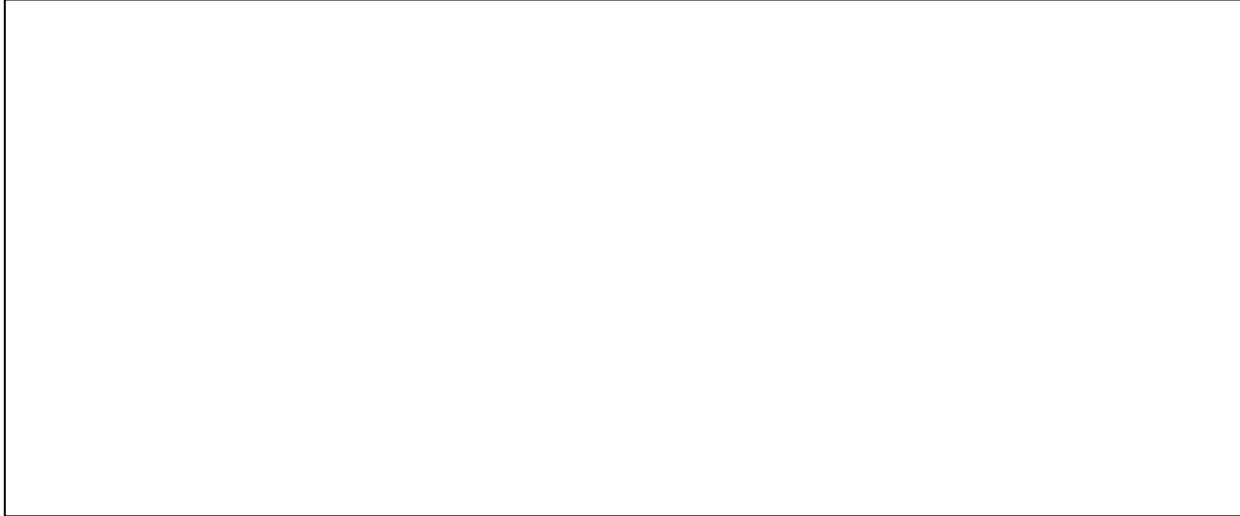
GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values 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)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. 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

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELO prompt. The box is currently blank.