

## 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 a change to AFAMAST 1101: Introduction to African American and African Studies. The Department would like to add the General Education (GE) Foundation for Race, Ethnicity, and Gender Diversity to the course. The revised syllabus based on the review and recommendations of the Race, Ethnicity and Gender Diversity Panel of ASC Curriculum Committee (5/11/2022) is included here.

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

AAAS has modified the syllabus such that the Department believes it aligns with the GE Foundation for Race, Ethnicity, and Gender Diversity.

### 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	1101
Course Title	Introduction to African American and African Studies
Transcript Abbreviation	Intro to AAAS
Course Description	Introduction to the scholarly study of the Africana experience, focusing on patterns of resistance, adaptation, diversity, and transnational connections.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

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

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster  
**Previous Value** *Columbus, Lima, Mansfield, Marion, Newark*

## Prerequisites and Exclusions

**Prerequisites/Corequisites** Prereq: English 1110.  
**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:  
Individual and Groups; Social and Behavioral Sciences; Race, Ethnicity 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:  
Individual and Groups; Social and Behavioral Sciences  
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**

- Students will examine some of the major themes and subject areas in African American and African Studies.
- Students will understand the development, purposes, and scope of the discipline of Black Studies. .
- Students will understand the influence/impact of racial constructions and racial oppression on Africana people in American society in both an historical and contemporary context.
- Students will understand how privilege and power (based on a variety of social constructions) operate in American society.
- Students will understand how a knowledge of the Africana experience can enhance their approach to contemporary social, cultural, and political issues and prepare them for world citizenship.
- Students will understand the value of intersectionality in analyzing systems of oppression.
- Students will develop and strengthen critical writing and analytical skills, while challenging traditional ways of thinking about difference.
- *students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies, especially as they apply to African American and African Studies.*

**Previous Value**

**Content Topic List**

- Encountering Africa: geography, people, and ideas
  - Ethnicity and race in African identities
  - Representing Africa's past (or what is history?)
  - African pasts in the present: the Sunjata epic
  - The trans-Atlantic slave trade
  - Africans in the Americas: Diaspora
  - European colonialism in Africa
  - Institutionalized racism in the United States: Jim Crow
  - Anti-colonialism and decolonization
  - The long Civil Rights Movement
  - Neo-colonialism: Africa and the global South
  - Multiculturalism and the contemporary politics of race
  - New Diasporas: contemporary African movements and migration
  - Remembering, responsibility, and African Renaissance
- No

**Sought Concurrence**

[Previous Value](#)

**Attachments**

- 1101 SYLLABUS Fall 2023 (1).docx: Syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*
- GE Foundations Submission AFAMAST 1101.pdf: GE Submission Form REGD  
*(Other Supporting Documentation. Owner: Beckham, Jerrell)*
- GE Foundations Submission AFAMAST 1101 REVISED.pdf: Revised GE Form REGD 4.26.22  
*(Other Supporting Documentation. Owner: Beckham, Jerrell)*
- 1101 SYLLABUS Fall 2022 Revised NEW GE.docx: Revised Syllabus 4.26.2022  
*(Syllabus. Owner: Beckham, Jerrell)*
- 1101\_Syllabus\_REGD\_Foundation\_Revised\_20May2022.docx: Revised Syllabus 5.20.2022  
*(Syllabus. Owner: Beckham, Jerrell)*

**COURSE CHANGE REQUEST**  
1101 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
05/20/2022

**Comments**

- AAAS has included the revised syllabus for 1101(5.20.2022)

More readings have been added:

- Barbara Bush, "Defiance or Submission?: The Role of the Slave Woman in Slave Resistance in the British Caribbean" (week 5)
- Anna Julia Cooper, "The Status of Woman in America" (week 6)
- Aya de Leon, "If Women Ran Hip Hop" (week 7)
- "Combahee River Collective Statement" (week 9)
- Jael Silliman, et al. "African American Women Seed a Movement" (week 12)

Three times during the semester there is an engaged reading assignment on the days that coincide with some of the above readings.

Also, lectures on "Gender and Slavery" (week 5), the Black Women's Club Movement (week 6), and Women's Leadership (week 7) have been added and/or supplemented." *(by Beckham, Jerrell on 05/20/2022 10:04 AM)*

- See feedback email sent 5-11-22 RLS *(by Steele, Rachel Lea on 05/11/2022 01:08 PM)*
- See panel feedback sent by R Steele on 3-11-22 *(by Vankeerbergen, Bernadette Chantal on 03/20/2022 01:10 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	12/06/2021 02:51 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	12/06/2021 03:10 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/21/2022 12:24 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/20/2022 01:10 PM	ASCCAO Approval
Submitted	Beckham, Jerrell	04/26/2022 01:28 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	04/26/2022 01:34 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/02/2022 12:11 PM	College Approval
Revision Requested	Steele, Rachel Lea	05/11/2022 01:08 PM	ASCCAO Approval
Submitted	Beckham, Jerrell	05/20/2022 10:04 AM	Submitted for Approval
Approved	Skinner, Ryan Thomas	05/20/2022 10:19 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/20/2022 02:30 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/20/2022 02:30 PM	ASCCAO Approval

**DEPARTMENT OF AFRICAN AMERICAN AND AFRICAN STUDIES  
COLLEGE OF ARTS & SCIENCES**

**Introduction to African American and African Studies  
AFAMAST 1101**

Instructor:  
Location  
Office:  
Office Phone:  
E-Mail:  
Office Hours:

**Course Description:**

This course is designed to introduce students to the study of the discipline of Black Studies which came into prominence after the Civil Rights movement in the 1960s and 1970s, as well as the influences of African immigrant intellectuals in the United States on this field of study. The students will be introduced to the intersectionality of various aspects of Black Studies which include the intellectual history, social movements, and the academic profession. This course is structured to challenge students' personal beliefs and lived experiences, and to reflect on how race, ethnicity, gender, sexuality, and class have shaped the relationship between blacks and whites in the present time. The themes discussed in this course have far reaching effects on the relationship between blacks and whites in the United States in terms of their coexistence in different spaces. Some of the topics that could be discussed in class would relate to economic and educational equity, race and racism, gender and sexual politics, The Black Lives Matter movement in the 21<sup>st</sup> Century, and social justice. These could generate a robust discussion from the diverse group of students in the course. Ultimately, such debates would enhance the knowledge of lived experiences of people of Africans and African Americans in the United States.

**COURSE GOALS AND OBJECTIVES:**

1. Students will examine some of the major themes and subject areas in African American and African Studies.
2. Students will understand the development, purposes, and scope of the discipline of Black Studies.
3. Students will understand the influence/impact of racial constructions and racial oppression on Africana people in American society in both an historical and contemporary context.
4. Students will understand how privilege and power (based on a variety of social constructions) operate in American society.
5. Students will understand how a knowledge of the Africana experience can enhance their approach to contemporary social, cultural, and political issues and prepare them for world citizenship.
6. Students will understand the value of intersectionality in analyzing systems of oppression.

7. Students will develop and strengthen critical writing and analytical skills, while challenging traditional ways of thinking about difference.

### **GE: RACE, ETHNICITY, AND GENDER DIVERSITY (FOUNDATION)**

**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:**

This course is designed to introduce students to the study of key themes such as race, ethnicity, gender, sexuality, and class that relate to people of African descent in the continent as well as African Americans in the United States. Based on the intersectional structure of this course which includes relevant interdisciplinary topics on the themes and various uses of media, students will be encouraged to critically analyze the themes with reference to the experiences of people of African descent in the past and present. Students will relate the knowledge they acquire in this course to their own lived experiences in the 21<sup>st</sup> century.

### **Academic Misconduct Statement**

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 Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 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](http://suicidepreventionlifeline.org).

### **Title IX and Sexual Misconduct**

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 such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find more information and the

appropriate resources at [titleix.osu.edu/](http://titleix.osu.edu/). Reports can be made directly at <https://equity.osu.edu/>.

### **Diversity Statement**

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.

### **Required Texts:**

1. Course Packet (Available at the OSU bookstore at the following campuses: Columbus, Newark, and Mansfield)

**One of the following will be assigned to you at the beginning of the term:**

2. Douglass, Frederick, Narrative of the Life of Frederick Douglass, (Dover Publications 1995)
3. Jacobs, Harriet, Incidents in the Life of a Slave Girl

### **Carmen Assignments:**

Assignments, additional reading materials, announcements, and information will be posted on Carmen regularly. It is the students' responsibility to check Carmen on a regular basis throughout the semester.

### **Extra Credit:**

Students have the opportunity to earn up to 4 extra credit percentages based on the following assignments:

- You can cook a "traditional" dish and create a cooking segment where you explain the food, its historical significance, and where it comes from. The video should be 3-5 minutes long. (2 points)
- You can upload a video clip performing a dance with historical context. Explain the dance, its historical significance, and where it comes from. (2 points)

You can upload these under the "Extra Credit" assignment module on Carmen.

Note: The extra credit will be applied as percentages at the end of the semester when entering final grades. It will not appear on your Carmen grade.

### **Grades:**

The final grade in this course will be based on the following criteria:

1. Class Attendance & Participation = 10 Points
2. Book Review (3-4 double spaced) = 15 Points
3. Myths and Stereotypes Paper (1-2 pages double spaced) = 5 Points



4. A Map Quiz on Africa = 6 Points
5. Engaged Reading Worksheet (ERW) = 9 points
6. Mid-Term Exam = 25 Points
7. Final Exam = 30 Points

Total Points for this course = 100 Points

**Grade Breakdown:**

A = 93-100	B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9
A- = 90-92.9	B = 83-86.9	C = 73-76.9	D = 60-66.9
	B- = 80-82.9	C- = 70-72.9	E = 0-59

**TENTATIVE COURSE SCHEDULE:**

Week	Lectures/Videos/Readings	Assigned	Due
1	<p><b>Lecture:</b> Overview of the Course Syllabus; What is Black Studies?  <b>Readings:</b> Johnnetta Cole, “Black Studies in Liberal Arts Education”; San Francisco State College Black Students, “It is Detrimental to Us as Black Human Beings to be Controlled by Racists”; Fabio Rojas, <i>From Black Power to Black Studies</i></p> <p><b>Lecture:</b> Understanding Race and Racism  <b>Video:</b> Race: The Power of an Illusion, episode 1  <b>Readings:</b> Joy James, “Teaching Community, Teaching Theory”; Walter Rodney, “African History in the Service of Black Revolution”</p>	<b>Book Review</b>	
2	<p><b>Lecture:</b> A Tradition of Myths and Stereotypes about Africa and Sources for Reconstructing the African Historical past  <b>Readings:</b> Joseph Harris, “A Tradition of Myths and Stereotypes,” p. 1-19 and C. Magbaily Fyle, “Sources for the Study of African History,” p. 1-6</p> <p><b>Video:</b> “The Truth about Slavery”  <a href="https://video-alexanderstreet-com.proxy.lib.ohio-state.edu/watch/the-truth-about-slavery-in-history">https://video-alexanderstreet-com.proxy.lib.ohio-state.edu/watch/the-truth-about-slavery-in-history</a>  <b>Lecture:</b> What is a Slave in the African Context?  <b>Reading:</b> “The Slave Trade within Africa” in David Northrup, <i>The Atlantic Slave Trade</i>, 3<sup>rd</sup> ed., p. 27-39; “Slavery in Africa” in Robert O. Collins, <i>Problems in African History: The Precolonial Centuries</i>, p. 253-255</p>	<b>Myths and Stereotypes Paper</b>	
	<b>Lecture:</b> The Birth of the Atlantic World		<b>Myths and Stereotypes Paper</b>

3	<p><b>Reading:</b> John Thornton, “The Birth of an Atlantic World,” p. 13-42</p> <p><b>Video:</b> “The Middle Passage”</p> <p><b>Readings:</b> “The Middle Passage” in David Northrup, <i>The Atlantic Slave Trade</i>, 3<sup>rd</sup> ed., p. 55-75; Carson, “The Trauma of Enslavement,” p. 36-40</p>		
4	<p><b>Lecture:</b> The Atlantic Slave Trade: The Export Slave Trade and its Impact on Tropical Africa</p> <p><b>Readings:</b> Thornton, “The Development of Commerce between Europeans and Africans,” p. 43-71; Carson, “European Competition for the Slave Trade,” p. 25-35; Raymond Gavins, “Diaspora Africans and Slavery”</p> <p><b>Lecture:</b> Slavery and the New World</p> <p><b>Readings:</b> Michael O. West and William G. Martin, “Haiti, I’m Sorry: The Haitian Revolution and the Forging of the Black Intellectual”</p>		<p><b>Map Quiz (in class)</b></p>
5	<p><b>Lecture:</b> Gender and Slavery</p> <p><b>Reading:</b> Barbara Bush, “Defiance or Submission?: The Role of the Slave Woman in Slave Resistance in the British Caribbean”</p> <p><b>Lecture:</b> Race, Identity &amp; Self-Determination Post-Emancipation</p> <p><b>Readings:</b> Marsha Darling, “Civil War to Civil Rights: The Quest for Freedom and Equality” p. 121-134; “Black Philosophers and Intellectuals” – Washington and Wells-Barnett; Booker T. Washington, “The Atlanta Exposition;” Ida B. Wells-Barnett, from <i>Southern Horrors</i></p>		<p><b>ERW</b></p>
6	<p><b>Lecture:</b> The Rise of Jim Crow Laws, the Black Women’s Club Movement, and the Emergence of The Niagara Movement and the National Association for the Advancement of Colored People (NAACP)</p> <p><b>Readings:</b> Carson, “The Post-Reconstruction Era” Chap.12, 289-319, “The Niagara Movement and the NAACP” p. 334-335, Anna Julia Cooper, “The Status of Woman in America”</p> <p><b>Lecture:</b> Black Expressive Culture (part 1)</p> <p><b>Readings:</b> Maulana Karenga, “Black Creative Production” p. 361-365; Langston Hughes, “The Negro Artist and the Racial Mountain;” Toni Morrison, “Rootedness: The Ancestor as Foundation;” Kariamuwelsh, “Dance as a Reflection of Life”</p>		

7	<p><b>Lecture:</b> Black Expressive Culture (part 2)  <b>Readings:</b> Maulana Karenga, “Black Creative Production” p. 369-380; Greg Tate, “Hip Hop Turns 30;” Marc Perry, “Hip Hop’s Diasporic Landscapes of Blackness;” Aya de Leon, “If Women Ran Hip Hop”</p> <p><b>Lecture:</b> Post-Emancipation: Civil Rights, Student Activism, &amp; Women’s Leadership  <b>Readings:</b> Joann Christian Mants, “We Turned this Upside-Down World Right Side Up;” Joy James, “Ella Baker, ‘Black Women’s Work’, and Activist Intellectuals;” Darling, “Civil War to Civil Rights” p. 134-140; Martin Luther King, Jr, “Letter from a Birmingham Jail”</p>		
8	<p><b>No Class—Autumn Break</b></p> <p><b>Lecture:</b> Black Liberation: Black Power  <b>Readings:</b> Darling, “Civil War to Civil Rights” p. 140-145; Malcolm X, “The Ballot or the Bullet;” Assata Shakur, “To My People (July 4<sup>th</sup> Address);” Fred Hampton, “The People Have to Have the Power;” Walter Rodney, “Black Power, its Relevance to the West Indies”</p>		
9	<p><b>Lecture:</b> Black Liberation: Black Feminism  <b>Readings:</b> Awa Thiam, “Feminism and Revolution;” Barbara Ransby, “Afrocentrism, Cultural Nationalism, and the Problem with Essentialist Definitions of Race, Gender, and Sexuality;” “Combahee River Collective Statement”</p> <p><b>Midterm Exam in Class</b></p>		<p><b>ERW</b></p> <p><b>Midterm Exam</b></p>
10	<p><b>Lecture:</b> Black Liberation: Anticolonialism  <b>Readings:</b> M. wa Muiu, “Civilization’ on Trial,” p. 86-90; Steve Biko, “The Definition of Black Consciousness”</p> <p><b>Lecture:</b> The Genesis of African Anticolonialism: Internal and External Factors  <b>Reading:</b> C. Magbaily Fyle, <u>Introduction to the History of African Civilization: Colonial and Post Colonial Africa</u>, p. 69-79</p>		
	<p><b>Comparative Class Discussion on <u>The Narrative of the Life of Frederick Douglass</u> and <u>Incidents in the Life of a Slave Girl</u> by Harriet Jacobs (highlighting themes of gender, sexuality, intersectionality, agency)</b></p>		<p><b>Book Review</b></p>

11	<p><b>Video:</b> <i>Black Is, Black Ain't</i>  <a href="https://www.kanopy.com/en/osu/video/116234">https://www.kanopy.com/en/osu/video/116234</a></p>		
12	<p><b>Lecture:</b> Gender &amp; Sexual Politics  <b>Readings:</b> Patricia Hill Collins, “Very Necessary: Redefining Black Gender Ideology;” Damon Young, “Straight Black Men are the White People of Black People;” Brandon Patterson, “Why You Can’t be Pro-Black and Homophobic at the Same Time”</p> <p><b>Lecture:</b> Reproductive Justice  <b>Readings:</b> Jael Silliman, et al. “African American Women Seed a Movement;” “Meet Dr. Willie Parker, A Southern Christian Abortion Provider;” Marlo David, “State Violence and Pregnant Black Mothers”</p>		ERW
13	<p><b>Lecture:</b> Mass Incarceration  <b>Reading:</b> Michelle Alexander, “The New Jim Crow”</p> <p><b>Further Discussion &amp; Analysis on Class Readings</b></p>		
14	<p><b>Lecture:</b> Police Brutality  <b>Readings:</b> Paul Butler, from <i>Chokehold</i>; Andrea Ritchie, “Policing Girls”</p> <p><b>No Class—Thanksgiving Break</b></p>		
15	<p><b>Lecture:</b> Why do Black lives matter in the context of the BLM Movement?  <b>Readings:</b> Angela Davis, “Ferguson Reminds Us the Importance of a Global Context;” Barbara Ransby, “Ella Taught Me: Shattering the Myth of the Leaderless Movement;” Robyn Spencer, “Black Identity Extremists: COINTELPRO 2017”</p> <p><b>Lecture:</b> National &amp; Global Responses to BLM  <b>Readings:</b> Lanier Hold and Matthew Sweitzer, “More than a black and white issue: ethnic identity, social dominance orientation, and support for the black lives matter movement”  <a href="https://doi.org/10.1080/15298868.2018.1524788">https://doi.org/10.1080/15298868.2018.1524788</a></p>		

<b>16</b>	<b>General Overview of Course Material— Student and Faculty Input</b>  <b>Comprehensive Final Exam in Class</b>		<b>Final Exam</b>
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# 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)