

## 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.

### 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
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## 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 critically compare the interrelationships between the African environment, peoples, cultures, & languages of the various Niger-Congo cultural & linguistic groups with people of African descent in North America.
- Students will examine the inter-relationships between Africa, Europe, & the Americas in the context of commercial & military contacts during the Atlantic Slave Trade (1441-1888).
- Students will analyze the social economic & political relationships of blacks & whites in the US in the context of slavery, & how the lived experiences of blacks shaped their attitudes beliefs behavior & destiny including that of white Americans.
- Students will explore various social economic & political passageways through which black Americans were able to adopt themselves to their new condition in slavery & how these lived experiences helped shape their destiny in the 19th & 20th centuries.
- Students will analyze & interpret the emergence of contemporary civil rights movements in the U.S. in terms of race, ethnicity, & gender, & how the struggle for social justice relates to civil rights organizations that were formed.
- *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*

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

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/21/2022

**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)*

**Comments**

**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
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/21/2022 12:24 PM	ASCCAO Approval

DEPARTMENT OF AFRICAN AMERICAN AND AFRICAN STUDIES  
COLLEGE OF HUMANITIES  
Fall 2023

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

Professor Scopas S. Poggo      Lecture Hall:  
Office: Ovalwood Room 257      Lectures:  
Office Phone: 419-755-4202      Office Hours:  
E-Mail: [poggo.1@osu.edu](mailto:poggo.1@osu.edu)

**Course Description:**

This course is designed to introduce students to the study of the origins of the people of African descent, the environments to which they adapted themselves, the evolution of their cultures, and their forced migration to the Caribbean, North America, and South America. 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, affirmative action, 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 African descent and Africans Americans in the United States.

**COURSE GOALS AND OBJECTIVES:**

1. Students will critically compare the interrelationships between the African environment, peoples, cultures, and languages of the various Niger-Congo cultural and linguistic groups with people of African descent in North America.
2. Students will examine the inter-relationships between Africa, Europe, and the Americas in the context of commercial and military contacts during the Atlantic Slave Trade (1441-1888).
3. Students will critically analyze the social, economic, and political relationships between blacks and whites in the United States in the context of the institution of slavery, and how the lived experiences of blacks in the U.S. have also shaped their own attitudes, beliefs, behaviors, and destiny including that of white Americans.
4. Students will explore the various social, economic, and political passageways through which black Americans were able to adopt themselves to their new condition in slavery, and how these lived experiences had helped shape their destiny in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
5. Students will analyze and interpret the emergence of contemporary civil rights movements in the U.S. in terms of race, ethnicity, and gender, and how the struggle for social justice relates to civil rights organizations that were formed

jointly by blacks and whites during the 19<sup>th</sup> century before the end of slavery.

## **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.

### **CLASSROOM POLICY:**

ONCE A STUDENT ARRIVES IN CLASS, HE/SHE MUST TURN OFF HIS/HER CELL PHONE! THERE IS ZERO TOLERANCE FOR TEXTING IN CLASS!

All assignments are expected to be submitted by the deadline. Late submissions WILL NOT be Accepted! Students must attend classes regularly. If a student is absent due to illness or family emergency, they must inform me by email ([poggo.l@osu.edu](mailto:poggo.l@osu.edu)) or telephone (419-755-4202). In the event that a student is continuously ill, a doctor's written/signed report must be turned in.

### **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 Greenville 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.

### **COVID Safety Guidance**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>).

### **Student Learning Accommodation Process**

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. Or [mgregor.40@osu.edu](mailto:mgregor.40@osu.edu); 419 755-4304.

### **Student COVID-related Accommodation Process**

The university is committed to supporting students and program participants with COVID-19 based risk factors. Student Life Disability Services, in conjunction with the Office of Institutional Equity, will work with students who are vulnerable to complications from COVID-19 to ensure that they have the necessary resources to participate in university life as safely as possible. Ohio State students from any campus may submit a [COVID-related accommodation request](https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/) at <https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/>.

### **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 via the Associate Dean's Office at the Mansfield campus. For

additional information, see <https://oaa.osu.edu/academic-integrity-and-misconduct> and the Code of Student Conduct.

### **Drop/Withdrawal Statement**

It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop & withdrawal deadlines can be found at [registrar.osu.edu/registration](http://registrar.osu.edu/registration) (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full semester classes. If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule. If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist.

### **Retention**

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact [MANS-retention@osu.edu](mailto:MANS-retention@osu.edu) for specific referral resources.

### **Mental health**

If you or someone you know are suffering from any of the aforementioned conditions on the Mansfield Campus, you can learn more about the broad range of confidential mental health services available on campus by visiting <https://www.newdirectionsforlife.com/sap/> or calling (419) 529-9941. Their offices are located in Student Support Services, Ovalwood, Second Floor 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)

### **Student Conduct and Non-Academic Behavioral Concerns**

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Students who violate faculty expectations may be subject to the code of conduct. For behavioral related concerns, contact Student Life at 419-755-4317 and ask for an appointment with the Assistant Dean, Student Success. As a responsible community member, do not allow others to act inappropriately and impact the community. Reports can be made at [https://cm.maxient.com/reportingform.php?OhioStateUniv&layout\\_id=7](https://cm.maxient.com/reportingform.php?OhioStateUniv&layout_id=7)

### **Discrimination**

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination of any type. This includes students creating a hostile environment for other students. To file a complaint, go to the Office of Institutional Equity in Columbus (reports can be made at <https://equity.osu.edu/>).

### **Ohio State Mansfield Diversity Statement**

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>
- <https://mansfield.osu.edu/current-students/student-life/diversity/>

### **Trigger warning for classes**

If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate at the Domestic Violence Shelter in Mansfield at 419-774-5840, or New Directions SAP at 419-529-9941 and contacting the instructor if needed).

### **Lyft**

Lyft not readily available on regional campuses at this time.

### **Ohio State Mansfield Identity Affirmation Statement**

It is our intent to honor your name and pronouns if they differ from your legal or academic record. Please advise any instructors of this change early in the semester so that we can update class rosters with your preferred name and your correct pronouns. Additionally, please advise us of any updates to your name and/or pronouns throughout the semester so that we can correct our rosters accordingly. A formal name change request can be made through Buckeyelink.

### **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/](https://equity.osu.edu/). Reports can be made directly at <https://equity.osu.edu/>.

### **HOW TO REPORT**

Reports of sexual misconduct can be made to one of the following individuals:

Donna L. Hight, Ph.D.  
Assistant Dean, Student Success  
419-755-4317  
[hight.6@osu.edu](mailto:hight.6@osu.edu)

Campus Police  
419-755-4210 or 4346

Domestic Violence Shelter of Richland County



800-931-7233

Notice of an incident to the officials listed above, other than the Domestic Violence Shelter or a counselor, is considered official notice to the university. You can expect reports received by these individuals to be investigated and properly resolved through administrative procedures. Information will be shared only as necessary with investigators, witnesses, and the accused individual. *The Domestic Violence Shelter and the New Directions Student Assistance Program (SAP) staff are considered confidential reporting resources. Every other faculty or staff member must notify the University of reports made.*

**For more details about federal requirements for students' welfare on campus please visit <https://mansfield.osu.edu/syllabus-statements.html>**

**Required Textbooks:** It is mandatory that students must have these textbooks!

1. Carson, Clayborne et al, The Struggle for Freedom: A History of African Americans, 2<sup>nd</sup> ed, (Upper Saddle River, NJ: Pearson Education, Inc., 2011)
2. Thornton, John, Africa, and Africans in the Making of the Atlantic World 1400-1800, 2<sup>nd</sup> ed, (Cambridge University Press, 1998)
3. Douglass, Fredrick, Narrative of the Life of Fredrick Douglass, (Dover Publications 1995)

**Supplementary Readings:**

Certain readings will be provided on my Carmen Page. You can download them onto your computer/iPad or print them out!

**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. A Map Quiz on Africa = 10 Points
2. Book Review (3-4 pages double spaced) = 20 Points
3. Mid-Term (Take-Home) Essay (5-6 pages double spaced) = 30 Points
4. Final Take-Home Essay (5-6 pages double spaced) = 30 Points
5. Video Summaries (2-3 pages double spaced) on 5 Selected Videos (2 points each) = 10 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	<b>Lecture:</b> Overview of the Course Syllabus <b>Video:</b> Africans in America: The Judgment Day  <b>Video:</b> "Daily Life in an African Village in Burkina Faso"	<b>Book Review</b>	
2	<b>Lecture:</b> The Land, People, Cultures, and Languages of Africa <b>Readings:</b> Carson, "Ancient Africa" Chap. 1, p. 1-24; C. Magbaily Fyle, "Geography and Its Impact on Cultural Differences," p. 7-12 (Carmen)		
3	<b>Video:</b> "Wonders of the African World: The Road Timbuktu (Mali) to Great Zimbabwe" & Class Discussion  <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 (Carmen) and C. Magbaily Fyle, "Sources for the Study of African History," p. 1-6 (Carmen)	Video Summary 1	
	<b>Video:</b> "The Truth about Slavery"		Video Summary 1

4	<p><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 (Carmen)</p> <p><b>Lecture:</b> The Birth of the Atlantic World  <b>Reading:</b> Thornton, “The Birth of an Atlantic World,” p. 13-42</p>		
5	<p><b>Video:</b> “Wonders of the African World: The Slave Kingdom of West Africa”  &amp; Class Discussion  <b>Map Quiz</b></p> <p><b>Lecture:</b> The Atlantic Slave Trade: The Export Slave Trade and its Impact on Tropical Africa  <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</p>	Video Summary 2	<b>Map Quiz (in class)</b>
6	<p><b>Video:</b> “The Ship of Slaves”  <b>Lecture:</b> Narratives of African Slaves and Abolitionist: Accounts of the Middle Passage  <b>Readings:</b> Carson, “The Trauma of Enslavement,” p. 36-40; “The Middle Passage” in David Northrup, <i>The Atlantic Slave Trade</i>, 3<sup>rd</sup> ed., p. 55-75 (Carmen)</p> <p><b>Video:</b> “Up from Slavery: Part One – 1619 Virginia – The First African Slaves Arrive”  <b>Lecture:</b> The Process of Enslavement in America  <b>Reading:</b> Carson, Chap. 3, “Africans in Early North America, 1619-1726.”</p>		Video Summary 2
7	<p><b>Book Review Discussion</b></p> <p><b>Video:</b> “Slavery in the Making of America”, EP 1 &amp; Class Discussion</p>	Video Summary 3	<b>Book Review due in class</b>
8	<p><b>Lecture:</b> African Slaves in the United States: Labor Regiments in the North and South  <b>Reading:</b> Carson, “Africans in Bondage: Early Eighteenth Century to the American Revolution,” p. 70-84</p> <p><b>Lecture:</b> African Cultural Groups in the United States: Slave Family Life  <b>Reading:</b> Thornton, “African Cultural Groups in the Atlantic World,” Chap 7, p. 183-192</p>		Video Summary 3

9	<p><b>Midterm Exam</b></p> <p><b>Lecture:</b> African Slaves, Traditional Religion, and Islam  <b>Readings:</b> Carson, “Black Religion in the Antebellum Era,” p. 155-157; Thornton, “African Religions and Christianity in the Atlantic World,” p. 235-253</p>		<b>Midterm Exam</b>
10	~SPRING BREAK~		
11	<p><b>Lecture:</b> Christianity among the Slaves  <b>Readings:</b> Carson, “African Christianity,” p. 88-91; Thornton, p. 253-271</p> <p><b>Videos:</b> “Africans in America: Brotherly Love”; “Up from Slavery, Part 4: Nat Turner’s Rebellion, 1831” &amp; Class Discussion</p>	Video Summary 4	
12	<p><b>Lecture:</b> African Slave Resistance, Conspiracies, Revolts, and Rebellions in the United States  <b>Readings:</b> Carson, “Resistance and Rebellion,” p. 169-177; “Slave Revolts and the End of Slavery” in David Northrup, <i>The Atlantic Slave Trade</i>, 3<sup>rd</sup> ed., p. 164-175 (Carmen)</p> <p><b>Video:</b> “Africans in America: The Revolution”  <b>Lecture:</b> Responses to Slave Conspiracies, Revolts and Rebellions  <b>Readings:</b> Carson, “James Forten on Repatriation to Africa,” p. 152-155 and “Free Black Organizing,” p. 175-177</p>	Video Summary 5	Video Summary 4
13	<p><b>Lecture:</b> British and European Attempts to Abolish the Atlantic Slave Trade  <b>Reading:</b> Michael L. Coniff, “Abolition of the Atlantic Slave Trade” p. 333-34, (Carmen)</p> <p><b>Group Discussion:</b> “The Effects of the Atlantic Slave Trade on Africa, Europe, and the Americas”</p>		Video Summary 5
14	<p><b>Lecture:</b> The Abolition of Slavery in the United States  <b>Reading:</b> Carson, “The Abolitionist Movement,” p. 191-198</p> <p><b>Lecture:</b> The Root Causes of the American Civil War  <b>Reading:</b> Carson, “A Prelude to War: The 1850’s,” p.206-230</p>	<b>Final Exam</b>	

<b>15</b>	<p><b>Lecture:</b> The End of Slavery and the Period of Reconstruction</p> <p><b>Reading:</b> Carson, “Post- Civil War Reconstruction a New National Era,” p. 261-284</p> <p><b>Lecture:</b> The Rise of Jim Crow Laws, 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, and “The Niagara Movement and the NAACP” p. 334-335</p>		
<b>16</b>	<p><b>Lecture:</b> The Rise of the Modern Civil Rights Movement and the fall of Jim Crow Laws</p> <p><b>Readings:</b> Carson, Chap. 17, “Emergence of a Mass Movement against Jim Crow,” 434-459 and Chap. 18, “Marching Toward Freedom, 1961-1966” p. 461-489</p>		<b>Final Exam</b>

# 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)