

Term Information

Effective Term Autumn 2022

Course Change Information

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

Remove 2367.04 from WIL GE foundation.

Add 2367.04 to REGD GE foundation.

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

In line with university recommendations surrounding rigorous standards for the WIL GE, WGSS and AAAS request to remove 2367.04 from the WIL and instead place the course in the REGD GE foundation. It will remain in the Literary, Visual and Performing Arts GE foundation.

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	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2367.04
Course Title	Black Women Writers: Text and Context
Transcript Abbreviation	Blk Women Writers
Course Description	Writing and analysis of black women's literary representations of issues in United States social history.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 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 Less than 50% 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

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110, and Soph standing.
Exclusions	Not open to students with credit for AfAmAS 2367.04.
Electronically Enforced	No

Cross-Listings

Cross-Listings	Cross-listed in AfAmAS.
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Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	General Studies Course
Intended Rank	Sophomore

Requirement/Elective Designation

General Education course:

Level 2 (2367); Literature; Social Diversity in the United States; Literary, Visual and Performing Arts; 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:

Level 2 (2367); Literature; Social Diversity in the United States; Writing and Information Literacy; Literary, Visual and Performing Arts

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

Course Details

Course goals or learning objectives/outcomes

- Fulfills goals and ELOs for Literary, Visual and Performing Arts GE and Race, Ethnicity and Gender Diversity GE foundations.

Previous Value

- *Fulfills GE: Writing and Related Skills - Level 2, Diversity - Social Diversity in the United States. and literature GEC.*

Content Topic List

- Selected topics by black women writers
- Slavery and emancipation
- Black women and activism
- Black women and mainstream politics
- Black women and work
- Black women and sexualities
- Black women and family
- Black women and violence
- Black women and physical and mental health
- Black women and popular culture

Sought Concurrence

No

Previous Value

COURSE CHANGE REQUEST
2367.04 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/07/2022

Attachments

- WGSST 2367.04 Syllabus (AU22, DL) REGD GE.docx: 2367.04 syllabus
(Syllabus. Owner: Stotlar, Jackson Ryan)
- WGSST 2340 REGD GE Submissions Form.pdf: 2367.04 REDG GE Form
(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jackson Ryan)

Comments

- WGSS curriculum and curriculum mapping tags can be viewed here: <https://airtable.com/shrDYSv00kXlqCsfe> (by Stotlar, Jackson Ryan on 03/04/2022 01:37 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jackson Ryan	03/04/2022 01:37 PM	Submitted for Approval
Approved	Winnubst, Shannon	03/04/2022 01:48 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/07/2022 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	04/07/2022 02:30 PM	ASCCAO Approval

The Ohio State University
Department of Women's, Gender, and Sexuality Studies
Course: WGSS 2367.04
Black Women Writers: Text and Context
GE: Foundations, Race, Ethnicity, Gender and Diversity; Foundations, Cultural Studies

Professor: Mary Thomas

Term: AU22

Meeting Time/Place: TBA, Mendenhall Lab 115

Office Hours Time/Place: TBA

Prerequisites

None

Course Description

This course centers the writing of Black women across several genres, including historical fiction, science fiction, memoir, poetry, and Black feminist theory. We will explore how Black women grappled with gender, race, class, and sexuality, as well as the ways in which they have labored for self-definition and autonomy. In particular, we read Black women in their own words in order to understand how gender, sexuality, race, ethnicity, national identity and class come together in order to engender particular experiences in the world, including unique social barriers as well as the creation of Black feminist epistemologies that theorize, respond to, and overcome such barriers. Through intensive reading and writing projects, we will come to an understanding of identity as multifaceted—individual, generational, situational, constructed, at once and always. Ultimately, this course uses Black women's writing to explore our multiple positionalities, as well as the ways our lives are knowingly and unknowingly tied to each other and the planet.

Course Learning Outcomes

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

- *Understand* key theoretical frameworks developed by Black women for better thinking through U.S. social life.
- *Experience* foundational texts across several genres in Black women's writing
- *Think critically* about the social construction of identity categories, including race, class, gender, and sexuality.
- *Articulate* how such identity categories affect differential social and political experiences across demographics in the U.S. context.
- *Recognize* the ways in which Black women's intellectual labor has been actively invisibilized and to approach archival and citational practices with a social justice perspective.
- *Appreciate* the contemporary diversity of Black feminist political thought, and its solidarities with struggles by other marginalized groups, and its many global and local iterations.
- *Write and speak effectively* about Black women's writing using the languages, theories and methods connected to their academic study and which can grapple with multifaceted understandings of Black feminist positionality as a critical site of inquiry.
- *Gain* greater self-awareness and reflexivity around their own positionalities, as well as how these identity positions inform our views of and experiences in the world.

General Education Goals and Expected Learning Outcomes

GE: Race, Ethnic, and Gender Diversity

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

- Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues
- Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences
- Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

Goal 2: : Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

- Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities.
- Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others

This course meets the expected learning outcomes for Race, Ethnic, and Gender Diversity by exposing students to a variety of key works in Black feminist thought across different genres of writing. Each of the Black women writers studied in this class approaches identity from an intersectional perspective, which addresses race, ethnicity, gender, sexuality, ability, religion, and more as each necessary aspects of the co-constitutive process of identity formation. Learning how to think intersectionally and through the viewpoints of Black women writers helps to achieve each of the above listed ELOs through a sustained focus on the way that out multiple identities mediate and shape our experience of the world.

GE: Cultural Studies

Goal 1: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

- Expected Learning Outcome 1.1: Analyze and interpret selected major forms of human thought, culture, ideas, or expression.
- Expected Learning Outcome 1.2: 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.

- Expected Learning Outcome 1.3: 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.
- Expected Learning Outcome 1.4: Evaluate social and ethical implications in cultural studies.

This course accomplishes the expected learning outcomes in Cultural Studies by engaging with landmark works in cultural theory, particularly around Black feminist, queer of color, and intersectional critiques. These perspectives are foundational for the contemporary field of cultural studies, and the theory, fiction, and personal narratives that we read in this course also stand as important cultural productions in their own right. Additionally, these works all directly engage with questions of ethics, politics, identity (group and individual), as well as social life and history in the U.S. context.

How this Course Works

Details re: online/in-person/hybrid format

Sample:

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

Course Materials and Technologies

Required Texts:

1. Homegoing by Yaa Gyasi
2. Parable of the Sower by Octavia E. Butler
3. When They Call You a Terrorist by Patrisse Khan-Cullors and Asha Bandele

All other readings will be provided for you as PDFs on Carmen.

Technology support

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

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

Carmen access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you
- ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

Grading and Faculty Response

Weekly Discussion Boards (25%)

Short Response Papers (20%)
Media Project (20%)
Abstract and Annotated Bibliography (10%)
Final Essay (25%)

Descriptions of Major Course Assignments

Discussion Boards

You have been separated into two discussion clusters. Each week, alternating discussion clusters will initiate a post by Thursday evening. The opposite cluster must respond to one of the posts by Friday evening. Then they will swap responsibilities. I will provide a chart to make this clearer in our first week. You will each be responsible for commenting on at least 8 discussion boards, 4 as an initiator and 4 as a responder. This is in case something comes up or you need to prioritize other courses at any point. I, however, encourage you to post on the discussion board as often as possible to maintain your progress in the course.

Short Response Papers

These are pass/fail papers that ask you to engage meaningfully with specific readings in the course. Prompts will be posted in advance, and failed papers may be resubmitted once.

Media Project

The media project may take a number of forms, including but not limited to: recorded video presentations, website projects, music videos, poetry chapbooks, media analysis projects, gallery guides, and podcast episodes. The goal is to link the concepts discussed in our course with some form of original, creative engagement. More details will be discussed in advance.

Abstract and Annotated Bibliography

This assignment is meant to help you plan your final papers in advance, in addition to encouraging original research on/with Black women writers. Your abstract will be written in advance of your final essay, as a kind of a research plan or statement. Additionally, your annotated bibliography will select a minimum of five sources— of which must be from outside class material—which will be annotated to explain what topics the sources concern, as well as why they have been chosen for your paper (i.e. what they will help you do).

Final Essay

Your final project will involve original research on a topic discussed in the course of our semester. You will take something we have learned about together and further investigate it using original sources and forming a specific thesis about the social and artistic significance of your topic. More details will be distributed in advance.

Late will not be accepted. Please refer to Carmen for due dates.

OSU Standard Grade Guidelines

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

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Course Policies and Resources

Discussion and communication guidelines

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

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)

Student Services and Advising

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

FOR GRADUATE COURSES: Contact WGSS Graduate Program Coordinator, Rebekah Sims, for insight into how this how this course fits in with your MA, PhD, or Graduate Minor plan.

Copyright for instructional materials

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

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Mandatory reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Commitment to a diverse and inclusive learning environment

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.

Land Acknowledgement

We would like to acknowledge the land that 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. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. 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 Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions,

please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Tentative Schedule*

Week 1

What is Black Feminism?

To Read:

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- Deborah K King (1988), "Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology" (CAR)

Discussion Group A Initiates Posts

Week 2

Contemporary Issues in Black Feminism

To Read:

- Tressie McMillian Cottom (2019), "Thick" & "Know Your Whites" from *Thick and Other Essays* (CAR)
- adrienne maree brown (2019), Introduction from *Pleasure Activism : The Politics of Feeling Good* (CAR)
- Angela Davis (2003), Introduction from *Are Prisons Obsolete?* (CAR)

To Watch:

- Angela Davis on Democracy Now (2020),
https://www.youtube.com/watch?v=xt_NzttRP9U

Discussion Group B Initiates Posts

Week 3

Ways of Knowing/Speaking/Seeing/Writing

To Read:

- Alice Walker (1972), “In Search of Our Mothers Gardens” (CAR)
- Saidiya Hartman (2017), “The Terrible Beauty of the Slum” (CAR)
- Audre Lorde (1985, 1978), “Poetry is Not a Luxury” & “Uses of the Erotic” (CAR)

To View:

- Carrie Mae Weems, “Not Manet’s Type” & “Kitchen Table Series” (CAR)

Week 4

Exploring Time/Space Through Black Literature

To Read:

- Yaa Gyasi, Homegoing Part 1

Discussion Group A Initiates

Week 5

Exploring Time/Space Through Black Literature

To Read:

- Yaa Gyasi, *Homegoing* Part 2

Discussion Group B Initiates

Week 6

Present Making Future

To Read:

- Akwaeke Emezi, “Who Will Claim You?” (CAR)
- Kimberly Drew and Jenna Wortham, Excerpt from *Black Futures* (CAR)
- Saidiya Hartman, Excerpts from *Lose Your Mother: A Journey Along the Atlantic Slave Route* (CAR)

To Listen:

- Sault, *Untitled (Black Is...)* on Spotify

Week 7

Stereotypes and the Oppositional Gaze

To Read:

- Patricia Hill Collins, “Mammies, Matriarchs and Welfare Queens” (CAR)
- Dorothy Roberts, Introduction from *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (CAR)
- Bell hooks, “Oppositional Gaze” (CAR)

To Watch:

- *Disclosure* on Netflix
- *They’ve Gotta Have Us* on Netflix

Discussion Group A Initiates.

Week 8

Black Feminism and the Black Lives Matter Movement

To Read:

- Patrisse Khan-Cullors and Asha Bandela, *When They Call You a Terrorist: A Black Lives Matter Memoir*, chapters 1-9
- Morgan Parker, selection of poems (CAR)

Discussion Group B Initiates.

Week 9

Black Feminism and the Black Lives Matter Movement

To Read:

- Patrisse Khan-Cullors and Asha Bandela, *When They Call You a Terrorist: A Black Lives Matter Memoir*, chapters 10 – end
- Claudia Rankine, “The Condition of Black Life Is One of Mourning” (CAR)

Discussion Group A Initiates.

Week 10

Supplementary Materials

To Read:

- Christina Sharpe, “The Wake” from *In the Wake: On Blackness and Being* (CAR)

Week 11

The Near Future

To Read:

- Octavia E. Butler, *Parable of the Sower*, beginning through chapter 8

Discussion Group B Initiates.

Week 12

The Near Future

To Read:

- Octavia E. Butler, *Parable of the Sower*, chapter 9 through chapter 17

Discussion Group A Initiates.

Week 13

Future Visions

To Read:

- Octavia E. Butler, *Parable of the Sower*, chapter 18 – end
- adrienne maree brown, Introduction to *Emergent Strategy* (CAR)

Discussion Group B Initiates.

Week 14

Media Presentations

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

Additional material for possible consideration:

- Daphne Brooks, *Liner Notes for the Revolution* (excerpts)
- Maureen Mahon, *Black Diamond Queens* (excerpts)

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

This class introduces students to the histories and experiences of Latinas in the United States. This population includes Black, Brown, and white women from Mexican-American, Puerto Rican, Cuban, Dominican and many other Latinx backgrounds. The histories and experiences discussed in this class sit squarely in the intersection of race, ethnicity, gender, class, immigration status and other markers of difference. In the process, students are taught important critical theories to understand the Latina experience. For example, they learn that race, ethnicity, and gender are social constructs that create powerful structures of inequality that make it difficult for Latinas overcome cycles of poverty and even violence. Students also learn that Latina women and LGBTQ individuals have to contend with sexism and queer phobia in and outside the Latinx community. This experience can be exacerbated if these gendered and ethnic-racialized populations have to face anti-immigrant policies and attitudes too.

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)

By the end of this course, students should successfully be able to:
Identify the specific experiences with racism, ethnocentrism, sexism, classism and the intersections of these that Latinas face throughout their lives

The syllabus identifies several areas where Latinas face structural inequalities based on race, ethnicity, gender and class such as education, labor, immigration and others. The class also pays attention to specific histories of Latina groups such as Chicanas (Mexican-Americans), Carribeans (Puerto Ricans, Dominicans, Cubans), and Central Americans (Salvadorans, Guatemalans, Nicaraguans). This class focuses on how each group faces issues of race, ethnicity, gender and class differently. For example, many Afro Dominicans may have to deal with both anti-immigrant and anti-Black discrimination while Maya-Quiché Guatemalans face similar anti-immigrant attitudes but are also haunted by genocidal campaigns against indigenous people they faced in Guatemala.

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)

By the end of this course, students should successfully be able to:
? Understand how the structures of inequality based on race, ethnicity, gender and class that affect Latinxs also affect other populations in the United States.

For the testimonio paper, students are asked to apply Latina feminist understandings of inequality to their own experiences and to those of someone they know, whether or not this person is a Latina. The goal is for them to see that systems of power affect broad populations. For this paper they are asked to reflect on lived experiences and see that those experiences cannot be divorced from 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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

By the end of this course, students should successfully be able to:
? Appreciate how Latinx experiences of race, ethnicity, class, gender, sexuality and other markers of difference occur simultaneously and reinforce one another.

On weeks 7 and 9 students are introduced to the different ways Latina feminists challenge Latino male activists who insist only on addressing issues of race, ethnicity, and class and white feminists who think gender is the most important cause of inequality. During these two weeks they read the work of Mailey Blackwell who contends that Chicanas were often silenced and marginalized by men during the Chicano Movement. They also read Luz de Alba Acevedo ' s powerful personal account of her experiecing racism in a women ' s studies ' academic program. During discussion, I ask students why do they think these experiences occurred to these women within social justice spaces? These conversations lead us to intersectional understandings of oppression and marginalization as we come to

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)

By the end of this course, students should successfully be able to:
? Understand the importance of adopting a critical race, ethnicity, and gender perspective to achieve a more just world.

For the Reflection Essay #1 students will be asked to apply Latina feminist theories about race and gender to a real-life event or situation of inequality or injustice not discussed in class. They may select a situation/event from their own life or one they learned about through secondary sources (news, social media, history texts, etc.) Whose voices and lives get included when we pay attention to race and gender? Why are these voices important? The goal is for students to see how Latina feminist theories of race, ethnicity, and gender promote accountability and ethical social relations.

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)

By the end of this course, students should successfully be able to:

- ? Understand how their experiences are shaped by their disadvantages and/or privileges within social structures of power.

Our class conversations on Week 10 focus on immigration. Students learn how race, ethnicity, and gender inform immigration policy and affect the lives of Latinx immigrants in the US. We also discuss the experiences of undocumented immigrants and the severe limitations they face on a daily basis. I ask non-immigrant and documented students to reflect on privileges they may take for granted such as having access to a driver's license, security number, financial aid and proper employment opportunities without fearing deportation. What other opportunities do they have that undocumented folks don't?

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)

By the end of this course, students should successfully be able to:

- Critique media representation of Latinxs and see how those representations affect Latinxs's lived experiences.

Weeks 11 through 13 will be heavily devoted to Latinx representation in US media. We discuss how negative and abusive stereotypes are promoted through these platforms (the hot Latina, the maid, the violent macho/gangster, the lazy Mexican, the spitfire, etc.) These images affect general beliefs and attitudes toward the Latinx population and shape the behavior of others toward this community.

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.

By the end of this course, students should successfully be able to:

* Analyze a variety of experiences associated with Latinx communities and see how racism and sexism shape those lives.

For Reflection Paper #2 students are asked look for current news reports that involve US Latinx individuals or groups. What real-life events or experiences are being reported? How are those events shaped by race and gender? Is there any racial or gender bias in the reporting? How do these experiences relate the larger histories of gender and race we've been covering in class? This paper requires students apply the frameworks of race and gender they learned in class to lived experiences. It also prompts them to think critically about how the news media represents the Latinx community and what aspects of their lives are considered news worthy.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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)

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

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)

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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)

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)

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)

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: WGSST 2306

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

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)