

## Term Information

Effective Term Spring 2023  
*Previous Value* Summer 2012

## Course Change Information

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

AFAMAST 3230: Black Women Culture and Politics is being submitted for approval as a Theme course in Traditions, Cultures, and Transformations as part of the new GE..

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

With these meaningful modifications of AFAMAST 3230: Black Women Culture and Politics, it is well suited for the Traditions, Cultures, and Transformations Theme.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

There are no programmatic changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3230
Course Title	Black Women: Culture and Politics
Transcript Abbreviation	Blk Wm: Cult & Pol
Course Description	Examination of the social, cultural, political, economic, and historical forces, dynamics, and processes affecting women throughout the Africana world.
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?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Newark</i>

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

#### *Previous Value*

Not open to students with credit for 230.

### Electronically Enforced

No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

05.0201

### Subsidy Level

Baccalaureate Course

### Intended Rank

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

### General Education course:

Social Diversity in the United States; Traditions, Cultures, and Transformations

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

#### *Previous Value*

### *General Education course:*

*Social Diversity in the United States*

*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

- To historicize the culture and politics of Black women, from the antebellum era to the present.
- To understand and analyze how the intersections of race, gender, class, sexuality, religion, and age converge to create unique and complex experiences in Black women's lives and cultural productions, past and present.
- To consider the Black woman's struggle for equality, dignity, and respect through a variety of disciplinary lenses.
- To develop critical and logical thinking skills to facilitate advanced study of the culture, socioeconomic life, and politics of Black women historically.
- To connect the topics, themes, and issues of this course to experiences and knowledge acquired outside of the classroom, in the community or elsewhere at OSU.

#### *Previous Value*

**COURSE CHANGE REQUEST**  
3230 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/23/2022

**Content Topic List**

- Africana womanism
- Black feminism
- Slave women and the law
- Black women and social activism
- Stereotypes and icons
- The fight against lynching
- African American Women and the Civil Rights Movement
- African American women and the Black Power Movement
- Black feminism and sexuality
- African American women and the welfare debate
- Women of Color against violence
- African American Women Post-Feminism
- African American women post race
- Black women and visual culture

**Sought Concurrence**

No

**Attachments**

- AFAMAST\_3230\_SampleSyllabus.docx: syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*
- AFAMAST\_3230\_TCT\_THEME\_COURSE\_PROPOSAL.docx: GE Theme Course Form  
*(Other Supporting Documentation. Owner: Beckham, Jerrell)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	06/07/2022 12:35 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	06/08/2022 04:49 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/23/2022 11:51 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/23/2022 11:51 AM	ASCCAO Approval

# **Black Women: Culture and Politics**

## **AFAMAST 3230**

### **GE: Traditions, Cultures, and Transformations (Theme)**

Day/Time:

Location:

Instructor:

Office:

Contact information:

Office Hours:

### **Course Description:**

This course examines the social, economic, and historical forces that mediate the ways in which Black women participate in and develop their own culture, politics, and cultural politics. The course explicitly historicizes the study of Black women's culture and politics, from the antebellum era in the United States to more recent issues, trends, and debates within the broader diaspora. Some of these topics include Black women's role in the Civil Rights and Black Power movements; the politics of race at the intersection of gender and sexuality; and the role of popular culture in advancing Black women's politics and social concerns. The course will engage these issues using text, music, and film to glean how Black women represent themselves (and are represented by others) as social actors, past and present.

### **Course Objectives**

- To historicize the culture and politics of Black women, from the antebellum era to the present.
- To understand and analyze how the intersections of race, gender, class, sexuality, religion, and age converge to create unique and complex experiences in Black women's lives and cultural productions, past and present.
- To consider the Black woman's struggle for equality, dignity, and respect through a variety of disciplinary lenses.
- To develop critical and logical thinking skills to facilitate advanced study of the culture, socioeconomic life, and politics of Black women historically.
- To connect the topics, themes, and issues of this course to experiences and knowledge acquired outside of the classroom, in the community or elsewhere at OSU.

### **GE Goals and ELOs: Traditions, Cultures, and Transformations**

#### ***General Expectations of All Themes***

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

Expected Learning Outcomes:

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

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

#### Expected Learning Outcomes

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

### ***Specific Expectations of Courses in Traditions, Cultures, and Transformations***

**GOAL 1:** Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

#### Expected Learning Outcomes:

- 1.1: Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 1.2: Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 1.3: Examine the interactions among dominant and sub-cultures.
- 1.4: Explore changes and continuities over time within a culture or society.

**GOAL 2:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

#### Expected Learning Outcomes

- 2.1: Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 2.2: Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.

### **GE (Traditions, Cultures, and Transformations) Rationale:**

“Black Women: Culture and Politics” presents a rigorous, in-depth study of issues, struggles, debates, movements, and expressions that center Black women, historically and in the present. With an emphasis on personhood, community, expression, and social movements, the course presents Black women’s culture and politics as subjects of advanced research and study.

## **REQUIRED TEXTS:**

1. Erica Armstrong Dunbar, *Never Caught: The Washington's Relentless Pursuit of their Runaway Slave, Ona Judge* (New York: Ink/Atria, 2017)
2. Harriet Jacobs, *Incidents in the Life of a Slave Girl* (New York: W.W. Norton, 2009)
3. Nella Larsen, *Passing* (New York: Alfred a Knopf, 1929)
4. Zora Neale Hurston, *Their Eyes Were Watching God* (Philadelphia: J.B. Lippincot & Co., 1937)
5. Toni Morrison, *Sula* (New York: Alfred A. Knopf, 1973)
6. *Assata: An Autobiography* (Chicago: Zed Books, 1987)

## **ASSIGNMENTS**

- Participation 15%
- Quizzes 10%
- Exam 1 25%
- Exam 2 25%
- Exam 3 25%

### ***Participation:***

Regular and engaged participation is expected. Students are expected to arrive to class having completed all assigned reading and be ready to participate in thoughtful and lively discussion. Inexcusable absences and any accrued absences beyond four (4) will adversely affect your participation grade. Late arrivals and early departures are disruptive and should be avoided; they, too, will affect your participation grade. Documented excusable absences include: bereavement (or similarly serious family/personal emergency), hospitalization, contagious illness, or severe injuries. These absences should be preceded by an email notification, and followed by formal documentation in order to be excused.

The participation grade will be based on required comments/questions posted to the weekly Carmen discussion boards (10 are required during the semester) and a willingness to contribute these ideas and queries during class. Comments and questions, in class and on Carmen, should address pertinent weekly themes, topics, and texts. Students are encouraged to draw on their own knowledge and experiences, in dialogue with weekly texts and topics, when presenting their comments and queries to class.

### ***Quizzes:***

You will have weekly quizzes on the reading assignments. The quizzes may be either short response questions (1 sentence answers), questions requiring a longer response (not to exceed 1 paragraph), or a combination of both totaling 5 points per quiz. You will not be quizzed more than once on the same material. The quizzes will not be announced, so assume that there will be a quiz and come to class prepared. The quizzes will be given during the first ten minutes of class.

### ***Exams:***

Three exams will be given periodically during the semester. The content of each exam will be cumulative, and stress comparative understanding of texts, themes, and issues addressed and discussed in class. Exams will be comprised of three components: (1) short answer, (2) passage

identifications/close readings and (3) synthesis essays analyzing multiple texts thematically/theoretically.

*\*Further details on all assignments will be posted on Carmen and discussed during class. If you ever have questions about the reading or assessments, please be sure to ask in class or, if more appropriate, email the instructor or speak with them during office hours.*

### **Grading scale**

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

### **Policies for this course**

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services:

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact**

**information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu);  
098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

#### Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

#### Sexual Misconduct/Relationship Violence:

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

#### Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **Weekly Schedule**

#### **Black Women's Experiences under Enslavement and Emancipation**

##### **Week 1:**

Course Introduction

*Incidents in the Life of a Slave Girl* (Chs. 1-13), Harriet Jacobs



*Incidents in the Life of a Slave Girl* (Chs. 13-26), Harriet Jacobs  
“Reflections on the Black Woman’s Role...” Angela Y. Davis

**Week 2:**

*Never Caught*, Erica Armstrong Dunbar (Chapters 1-7)  
“When the Woman Gets Her Rights...” Sojourner Truth

*Never Caught*, Erica Armstrong Dunbar (Chapters. 8-Epilogue)

**Reconstruction and Race Women**

**Week 3:**

“Lynch Law in America,” Ida B. Wells-Barnett  
“The Red Record,” Ida B. Wells-Barnett

““The Status of Women in America,” Anna Julia Cooper  
“Address to the First NACW,” Josephine St. Pierre Ruffin  
“The Progress of Colored Women,” Mary Church Terrell

**Week 4:**

“The Negro Woman and the Ballot,” Alice Dunbar Nelson  
“Breaking the Bars to Brotherhood,” Mary McLeod Bethune  
*Beyond Respectability...*, Brittney Cooper (Introduction)

**Exam 1**

**Black Women’s Lives During the Interwar Period**

**Week 5:**

“Women as Leaders,” Amy Jacques Garvey  
“Negro Women and our Economic Life,” Sadie T.M. Alexander  
“Women of the Cotton Fields,” Elaine Ellis  
“I am a Domestic,” Naomi Ward

Angelina Weld Grimke, “The Closing Door”  
“The Hold,” Christina Sharpe

**Week 6:**

*Passing*, Nella Larsen

*Passing*, Nella Larsen

**Week 7:**

*Their Eyes Were Watching God*, Zora Neale Hurston

*Their Eyes Were Watching God*, Zora Neale Hurston  
“Love me Like I Like to Be...,” Carol Batker

**Week 8**

“An End to the Neglect...” Claudia Jones  
“Black Communist Women Pioneers,” Erik McDuffie

**Women’s Work in the Freedom Struggle**

**Week 9**

“Testimony, June 8, 1954,” Fannie L. Hamer  
“I’m Sick and Tired of Being Sick and Tired,” Fannie L. Hamer  
“The Special Plight and Role of Black Women, Fannie L. Hamer

“The Black Movement and Women’s Liberation,” Linda LaRue  
*Assata*, Assata Shakur

**Week 10**

Wednesday 10/24

*Assata*, Assata Shakur  
“Hands Off Assata: Protests Can Protect the Revolutionary...”

**Exam 2**

**Week 11**

*Bush Mama*, Haile Gerima (Film)

*Bush Mama*, Haile Gerima (Film)  
“Engendering the Black Freedom Struggle,” Robyn C. Spencer

**Black Feminist Beginnings**

**Week 12**

Combahee River Collective Statement  
“Shaping Feminist Theory,” bell hooks  
“The Social Construction of Black Feminist...,” P. Hill-Collins

*Sula*, Toni Morrison

**Week 13**

*Sula*, Toni Morrison  
“Anger in Isolation...” Michele Wallace

“Contested Memories...” Valethia Watkins  
“An Introduction of Sorts...” Gwendolyn D. Pough

## **Black Women in Contemporary Popular Culture**

### **Week 14**

“To Transcend Transgender,” Omise’eke N. Tinsley  
“My Gender is Black,” Hari Ziyad

*Dirty Computer*, Janelle Monae (Emotion Picture)  
“It’s a Party,” Omise’eke N. Tinsley

### **Week 15**

*Everything is Love*, Beyoncé and Jay Z  
“Excavating the Love Below...” Brittany Cooper

### **Final Exam**

## GE Theme course submission documents

### Overview

Each category of the General Education (GE) has specific learning goals and Expected Learning outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form.

### Goals and ELOs shared by *all* Themes

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

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

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

<b>ELO 1.1 Engage in critical and logical thinking.</b>	"Black Women: Culture and Politics" presents a rigorous, in-depth study of issues, struggles, debates, movements, and expressions that center Black women, historically and in the present. Working from this topical and thematic focus, the course offers ample opportunity to engage in and advance critical and logical thinking.
---	---

	<p>Several course objectives support such skill development, including: 1) “To historicize the culture and politics of Black women, from the antebellum era to the present;” 2) “To understand and analyze how the intersections of race, gender, class, sexuality, religion, and age converge to create unique and complex experiences in Black women’s lives and cultural productions, past and present;” 3) “To consider the Black woman’s struggle for equality, dignity, and respect through a variety of disciplinary lenses;” and especially 4) “To develop critical and logical thinking skills to facilitate advanced study of the culture, socioeconomic life, and politics of Black women historically.”</p> <p>These course objectives are supported by various low and higher stakes assignments, including: 1) weekly discussion board questions and comments, addressing issues pertinent to weekly course texts and topics; 2) regular quizzes, which require students to apply specific knowledge of texts and themes through responses to targeted questions; and 3) periodic exams, which emphasize the cumulative and comparative knowledge acquired in class through short and long essay responses to topical and thematic questions.</p>
<p><b>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</b></p>	<p>“Black Women: Culture and Politics” presents a rigorous, in-depth study of issues, struggles, debates, movements, and expressions that center Black women, historically and in the present. As such, it is an advanced, upper-level courses with a clear topical and thematic focus.</p> <p>Several course objectives support the advanced study of Black women’s culture and politics, past and present, including: 1) “To historicize the culture and politics of Black women, from the antebellum era to the present;” 2) “To understand and analyze how the intersections of race, gender, class, sexuality, religion, and age converge to create unique and complex experiences in Black women’s lives and cultural productions, past and present;” and 3) “To consider the Black woman’s struggle for equality, dignity, and respect through a variety of disciplinary lenses.”</p> <p>These course objectives are supported by various low and higher stakes assignments, including: 1) weekly discussion board questions and comments, addressing issues pertinent to weekly course texts and topics; 2) regular quizzes, which require students to apply specific knowledge of texts and themes through responses to targeted questions; and 3) periodic exams, which emphasize the cumulative and comparative knowledge acquired in class through short and long essay responses to topical and thematic questions.</p>

<p><b>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</b></p>	<p>The topics, issues, and themes of “Black Women: Culture and Politics” are addressed cumulatively and comparatively throughout the semester. As such, weekly case studies are necessarily approached and interpreted from a critical historical perspective. This approach fosters more sophisticated identification, description, and synthesis of core issues, topics, and themes.</p> <p>Such an approach is grounded in an interdisciplinary engagement with course material (incorporating Black Studies, Gender and Sexuality Studies, History, among others) and is supported by several course objectives, including: 1) “To historicize the culture and politics of Black women, from the antebellum era to the present;” 2) “To understand and analyze how the intersections of race, gender, class, sexuality, religion, and age converge to create unique and complex experiences in Black women’s lives and cultural productions, past and present;” and 3) “To consider the Black woman’s struggle for equality, dignity, and respect through a variety of disciplinary lenses.”</p> <p>These course objectives are supported by various low and higher stakes assignments, including: 1) weekly discussion board questions and comments, addressing issues pertinent to weekly course texts and topics; 2) regular quizzes, which require students to apply specific knowledge of texts and themes through responses to targeted questions; and 3) periodic exams, which emphasize the cumulative and comparative knowledge acquired in class through short and long essay responses to topical and thematic questions.</p>
<p><b>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</b></p>	<p>“Black Women: Culture and Politics” emphasizes cumulative and comparative study of assigned texts and topics, but the course also encourages applications of knowledge and experience beyond the classroom.</p> <p>This orientation to student knowledge and experience is emphasized explicitly in the following course objective: “To connect the topics, themes, and issues of this course to experiences and knowledge acquired outside of the classroom, in the community or elsewhere at OSU.” This objective is further supported by assigned comments and queries on weekly Carmen discussion boards. Students are encouraged to draw on their own experiences and knowledge of a particular subject or issue when presenting comments and queries to the class, in-person or online.</p>

*Example responses (from Sociology 3200, Comm 2850, French 2803):*

<p><b>ELO 1.1 Engage in critical and logical thinking.</b></p>	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i></p>
--	---

	<ul style="list-style-type: none"> <li>• <i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i></li> <li>• <i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i></li> <li>• <i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></li> <li>• <i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></li> <li>• <i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></li> </ul>
<p><b><i>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</i></b></p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u><i>Lecture</i></u>  <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students’ access to people with expertise in a variety of areas.</i></p> <p><u><i>Reading</i></u>  <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u><i>Discussions</i></u>  <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they’ve found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie’s talk on how a single story can perpetuate stereotypes, and Claire Wardle’s talk on how diversity can enhance citizenship.</i></p>

<p><b>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</b></p>	<p><i>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</i></p> <p><i>Some examples of events and sites:</i></p> <ul style="list-style-type: none"> <li>– <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></li> <li>– <i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></li> <li>– <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></li> <li>– <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></li> </ul>
---	--

### Goals and ELOs of “Traditions, Cultures, and Transformations”

**GOAL 1:** Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**GOAL 2:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

Enter your ELOs in the Table below, editing and removing rows as needed. There should be at least one ELO for each goal, and they should be numbered to correspond to the goal (e.g., ELO1.1 is the first ELO for Goal 1, ELO 2.2 would be the second ELO for the second goal).

For each ELOs, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

<p><b>ELO 1.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</b></p>	<p>An important foundation to the study of Black women’s culture and politics emphasized in this course concerns the experience and historical impact of enslavement. Another course foundation relates to the political status and identity of women prior to and following enfranchisement. Both foundations are understood to be structurally formative to the cultural and political life of Black women historically. Students encounter these twinning historical currents during the first four weeks of class, emphasizing the intersecting socio-political and</p>
---	---



	<p>cultural experience of Black women in the United States. This attention to the combined realities of race and gender historically allows students to more thoughtfully engage with subsequent courses themes addressing, for example, Black women's social movements, political engagements, and cultural interventions.</p> <p>This intersectional and historical approach Black women's culture and politics is addressed by several course objectives, including: 1) "To historicize the culture and politics of Black women, from the antebellum era to the present;" 2) "To understand and analyze how the intersections of race, gender, class, sexuality, religion, and age converge to create unique and complex experiences in Black women's lives and cultural productions, past and present;" and 3) "To consider the Black woman's struggle for equality, dignity, and respect through a variety of disciplinary lenses."</p> <p>These objectives are supported by various low and higher stakes assignments, including: 1) weekly discussion board questions and comments; 2) regular quizzes; and 3) periodic exams.</p>
<p><b>ELO 1.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.</b></p>	<p>A "big idea" that emerges out of the conjoined histories of racialized and gendered constraint is the mobilization of Black women as a political community and cultural force. From the antebellum stories of resistance and refusal (weeks 1 and 2) to the establishment of the National Association of Colored Women (week 3) and the Combahee River Collective (week 12), and from the testimonies of Black women's struggle under Jim Crow (weeks 5-11) to the manifest "formation" of Black women as a popular cultural force in the present (weeks 14 and 15), the idea of political solidarity and activism among Black women is deeply rooted, historically dynamic, and presently palpable.</p> <p>This historical and intersectional understanding of Black women's politics (in terms of association and engagement) is addressed by several course objectives, including: 1) "To historicize the culture and politics of Black women, from the antebellum era to the present;" 2) "To understand and analyze how the intersections of race, gender, class, sexuality, religion, and age converge to create unique and complex experiences in Black women's lives and cultural productions, past and present;" and 3) "To consider the Black woman's struggle for equality, dignity, and respect through a variety of disciplinary lenses."</p>

	<p>These objectives are supported by various low and higher stakes assignments, including: 1) weekly discussion board questions and comments; 2) regular quizzes; and 3) periodic exams.</p>
<p><b>ELO 1.3 Examine the interactions among dominant and sub-cultures.</b></p>	<p>By looking at the conjoined histories of racialized and gendered dominance and oppression, this course highlights the hegemonic conditions in which Black women have lived, worked, and struggled as a community in the United States, from slavery through emancipation, and from the Civil Rights struggle to Black Lives Matter. As such, from the first week to the last, the course emphasizes questions of power, subordination, solidarity, and resistance.</p> <p>This approach to hegemony in the history of Black women's politics and culture is addressed by several course objectives, including: 1) "To historicize the culture and politics of Black women, from the antebellum era to the present;" and 2) "To consider the Black woman's struggle for equality, dignity, and respect through a variety of disciplinary lenses."</p> <p>These objectives are supported by various low and higher stakes assignments, including: 1) weekly discussion board questions and comments; 2) regular quizzes; and 3) periodic exams.</p>
<p><b>ELO 1.4 Explore changes and continuities over time within a culture or society.</b></p>	<p>The course is divided into six sections, each encompassing 2-5 weeks of content. These are:</p> <ul style="list-style-type: none"> <li>• Black women's experiences under enslavement and emancipation</li> <li>• Reconstruction and Race Women</li> <li>• Black women's lives during the interwar period</li> <li>• Women's work in the freedom struggle</li> <li>• Black feminist beginnings</li> <li>• Black women in contemporary popular culture</li> </ul> <p>Taken together, these sections address the shifting politics and culture of Black women as an "imagined community" or "public," emphasizing continuity and change over time.</p> <p>This approach to the deep and dynamic history of Black women's politics and culture is addressed by several course objectives, including: 1) "To historicize the culture and politics of Black women, from the antebellum era to the present;" and 2) "To consider the</p>

	<p>Black woman’s struggle for equality, dignity, and respect through a variety of disciplinary lenses.”</p> <p>These objectives are supported by various low and higher stakes assignments, including: 1) weekly discussion board questions and comments; 2) regular quizzes; and 3) periodic exams.</p>
<p><b>ELO 2.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</b></p>	<p>This course takes a historical and comparative approach to the study of Black women’s culture and politics. Course sections (outlined in ELO 1.4) are organized chronologically and include multiple case studies addressing the social and political life of Black women historically. These cases present a variety of experiences and expressions of Black women’s associational life, political concerns, and cultural contributions. This content lends itself to critical and comparative study week to week, within sections (spanning 2-5 weeks), and over the course of the semester. Students may thus perceive the “unity within diversity” of the Black women’s experience over time, through a variety of cases and from an equally varied range of disciplinary perspectives.</p> <p>This approach to historical comparison is addressed by several course objectives, including: 1) “To historicize the culture and politics of Black women, from the antebellum era to the present;” and 2) “To consider the Black woman’s struggle for equality, dignity, and respect through a variety of disciplinary lenses.”</p> <p>These objectives are supported by various low and higher stakes assignments, including: 1) weekly discussion board questions and comments; 2) regular quizzes; and 3) periodic exams.</p>
<p><b>ELO 2.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.</b></p>	<p>This course is fundamentally intersectional in its approach to the study of Black women’s politics and culture historically. Indeed, any serious engagement with the topic requires critical study of race and gender as they intersect with class and sexuality, among other social categories and modes of identification, over time. In this way, “intersectionality” emerges as a dynamic analytic frame in the study of Black women’s politics and culture—that is, as an emergent and shifting process of social and political conjuncture, contingent on historical forces (slavery, emancipation and enfranchisement, Jim Crow, Civil Rights, and institutional colorblindness) and encompassing a variety of formal and informal affiliations and alliances (noting the important role of</p>

	<p>Black women in working class, anti-racist, feminist, and queer social movements).</p> <p>This irreducibly intersectional and historically emergent approach to the study of Black women's politics and culture is addressed by several course objectives, including: 1) "To historicize the culture and politics of Black women, from the antebellum era to the present;" 2) "To understand and analyze how the intersections of race, gender, class, sexuality, religion, and age converge to create unique and complex experiences in Black women's lives and cultural productions, past and present;" and 3) "To consider the Black woman's struggle for equality, dignity, and respect through a variety of disciplinary lenses."</p> <p>These objectives are supported by various low and higher stakes assignments, including: 1) weekly discussion board questions and comments; 2) regular quizzes; and 3) periodic exams.</p>
--	---

Example responses (from History/Religious Studies 3680, Music 3364; Sociology 3200) for the "Citizenship" Theme:

<p><b>ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.</b></p>	<p><i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship. Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p><b>ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</b></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and</i></p>

	<p><i>constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens</i></p> <p><i>Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p><b><i>ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></b></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is "right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p><b><i>ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</i></b></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference,</i></p>

	<p><i>belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>
--	--