

Term Information

Effective Term Spring 2023
Previous Value Spring 2020

Course Change Information

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

Being African in America AFAMAST 3370 is being submitted for approval as a theme course in Migration, Mobility, and Immobility as part of the new GE.

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

With these meaningful modifications of AFAMAST 3370: Being African in America AFAMAST 3370, it is well suited for the Migration, Mobility, and Immobility 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 3370
Course Title Being African in America
Transcript Abbreviation BeAfrcnAm
Course Description We examine the particular experiences of first and second generation Africans in America, for whom today's amplified "us vs. them" rhetoric threatens to fracture what W.E.B. Du Bois called an African American sense of "two-ness." What are the constraints on a doubly conscious "African" and "American" identity in the United States? What are the challenges of sustaining a fragile social pluralism?
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 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
Previous Value Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.
Exclusions	
Electronically Enforced	Yes

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

Migration, Mobility, and Immobility

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

Previous Value

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

- Using scholarly sources as well as primary documents from literature and popular culture, examine and interrogate the social, cultural, economic, and political conditions of African diasporic communities in the United States
- Study the various modes of identification and related “identity politics” among African communities in America today, and explain how processes of identity shape the lives, work, and social roles of immigrants in the United States
- Analyze the representation of new African diasporas in American popular media and compare these representations to those of past generations of diasporic people
- Reflect on the tensions, divisions, affiliations, and alliances between Black American and African immigrant communities in the United States

Previous Value

- *Examine and interrogate with the social, cultural, economic, and political conditions of African diasporic communities in the United States*
- *Study the various modes of identification and related “identity politics” among African communities in America today*
- *Explore the place of new African diasporas in American popular media*

Content Topic List

- Somalis in the Twin Cities and Columbus
- Critique of Black Reason
- No Comfort in This Life

Sought Concurrence

No

COURSE CHANGE REQUEST
3370 - Status: PENDING

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

Attachments

- AFAMAST_3370_BeingAfricanInAmerica_Syllabus.docx: Syllabus
(Syllabus. Owner: Beckham, Jerrell)
- AFAMAST 3370Being African in America GE MMI Submission Form.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 12:54 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	06/08/2022 04:52 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/23/2022 12:14 PM	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 12:14 PM	ASCCAO Approval

DEPARTMENT OF AFRICAN AMERICAN AND AFRICAN STUDIES

Being African in America
AFAMAST 3370
Credit Hours: 3

GE: Migration, Mobility, and Immobility (Theme)

Schedule: two 80-minute sessions/week

Instructor:

Office:

Office Hours:

Telephone:

Email:

Course Description

American society has long championed the narrative of an incorporative and inclusive national identity, taking pride in the notion of “unity within diversity,” E Pluribus Unum. In public discourse, this American brand of “multiculturalism” emphasizes the idea that one can be “American” and something else, celebrating ethnic and racial difference as a positive contribution to our social and cultural landscape.

Critics may note that this multicultural ideal of myriad and complementary “hyphenated identities” is more myth than reality; that privilege and prejudice continue to sustain historically entrenched socioeconomic inequalities and injustices. And yet, the narrative of multiculturalism has been powerful: the Obama Presidency in many ways represented this ideal. However, with the recent ascendance of an openly xenophobic and more narrowly nationalist politics, it appears as if this inclusive and incorporative national narrative—myth, or not—has been broken. The birthers’ castigation of Obama as “foreign” and the subsequent election of Kamala Harris as US Vice President have advanced a right-wing extremist interpretation of being African in America as a threat to the survival of an American way of life. Indeed, extremists charge that black and brown people are coming to replace white America.

In this course we will consider the experiences and perspectives of first- and second-generation Africans in America, for whom today’s amplified “us vs. them” rhetoric threatens to fracture what W.E.B. Du Bois once called an African American sense of “two-ness.” What are the constraints on a doubly conscious “African” and “American” identity in the United States today? And what are the challenges of sustaining a fragile social pluralism in a time of heightened ethnic (and racial) nationalism and patriotism? This course fulfills the aims of the GE Theme of Migration, Mobility, and Immobility by examining the political and social situation of diasporic people, and particularly recent immigrants, in the United States, and interrogating how they and their situation have been represented in the media.

Course Objectives

In this class, students will:

- Using scholarly sources as well as primary documents from literature and popular culture, examine and interrogate the social, cultural, economic, and political conditions of African diasporic communities in the United States
- Study the various modes of identification and related “identity politics” among African communities in America today, and explain how processes of identity shape the lives, work, and social roles of immigrants in the United States
- Analyze the representation of new African diasporas in American popular media and compare these representations to those of past generations of diasporic people
- Reflect on the tensions, divisions, affiliations, and alliances between Black American and African immigrant communities in the United States

GE Theme: Migration, Mobility, And Immobility

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.

ELO 1.1 Engage in critical and logical thinking.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

This course requires several writing assignments: five reading reflections that ask the student to think deeply about major texts in the course; and two research essays, which require substantive research, drawing on both academic and popular texts and media to enhance and nuance the student’s argument. By practicing writing about substantive ideas in short and long forms, and by making cogent arguments about the experiences of African immigrants who come to the United States, students will further develop their ability to think critically and communicate in a clear, logical manner.

The reading and viewing for this course requires and cultivates advanced skills in interpreting texts. In making their readings, students bring together factual and fictional texts to accomplish a variety of tasks. They interpret works of fiction; explain factual situations; and analyze or criticize media representations. This requires both mastery of the texts themselves and the ability to make connections among (or synthesize) different texts from different genres. This course represents an in-depth, multifaceted exploration of a multi-generational problem that extends to the present day: how different generations of African immigrants have had different experiences. These concerns have been studied through sociological, economic, and historical inquiry; they have also been represented in the arts. Students are expected to engage with and weigh these different ways of understanding. This course requires two research papers, which will allow the student to use the tools of scholarship to explore the course topics.

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

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

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.

This course requires students to apply knowledge and insights they glean from scholarly articles and cultural theory to interpret a variety of media (including newspaper articles, films, and novels) and personal experiences.

Students must be able to identify and describe key facts, ideas, and experiences, but also synthesize how those ideas relate to the big picture of the immigrant experience. By completing several writing assignments and an oral presentation, students gain experience in bringing together (synthesizing) a variety of ideas and viewpoints and presenting them in a logical way.

In this course, students read scholarly articles describing a variety of facets of immigrant experience, including education, employment, and integration into communities. But they also engage with works of fiction and essays that cultivate empathy with the people having these experiences. In so doing, they are invited to reflect on and assess their own social roles as citizens and community members amid current political debates about immigration and inclusion.

The intensive reading and writing demands of this course will help build students' stamina, even as the reflection assignments ask them to communicate thoughtfully about challenging issues in the society of which they are a part.

GOALS AND ELOS SPECIFIC TO THE MIGRATION, MOBILITY, AND IMMOBILITY THEME

GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

Successful students are able to ...

1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility. Students read a variety of texts (scholarly articles and newspaper coverage) that help them become familiar with current patterns of African immigration into the US, their causes, and their effects. They are asked to explain and expand upon these ideas in the two Research Essays.

1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places. Through articles, novels, and films about immigrant experiences (set in various times/places), students develop a sense of the varieties of experiences that African immigrants have in the United States. The reading responses due at regular intervals ask students to engage with key texts that describe facets of this experience: Du Bois, *The Souls of Black Folk*; Ellison's *Invisible Man*; Adichie's *Americanah* and *The Thing Around Your Neck*; Hansberry's *A Raisin in the Sun*; John Pepper Clark's *America, Their America*. These texts represent some experiences common to many African diasporic people in the United States, and some that are distinctive to recent African immigrants; they offer opportunities to compare and contrast experiences and to empathize with a variety of persons, present and past. In this course students give careful consideration to the tensions, divisions, affiliations, and alliances between Black American and African immigrant communities in the United States. Through close reading of texts that center the encounter between African and American experiences, students are invited to understand and empathize with a variety of kinds of experience in a variety of settings, including education, employment, and communities.

GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

Successful students are able to ...

2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions. Readings for this course give students information about how institutions welcome, or fail to welcome, immigrants, and how immigrants in the United States build institutional ties with their new communities and retain ties with their points of origin. Students will be able to describe the impact of race and gender on immigrant experiences in society and workplaces; and the

ways in which newer immigrants might have different experiences and values from members of the African diaspora who came in previous generations.

2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations. Students assess and discuss the accuracy of representations of African diasporic people in music videos (week 4); feature films (weeks 3-4); novels (throughout the course); and news articles in the media (weeks 1 and 7). They learn about scholars' approaches to the study of immigration and compare and contrast these with literary portrayals and those in public media. The use of texts of many kinds allows students to criticize portrayals that use stereotypes by contrasting them with factual information. In the five reading responses, students will analyze the course texts and the ideologies and conventions that underlie them. The two research papers ask the student to then go deeper in analyzing both the social reality and representations of it.

Assignments/Grading

I. Attendance and Participation

Class attendance is obligatory. Your presence in class is especially significant to the learning environment for you and the other students in the course. It is impossible to duplicate class discussions, group work, and dialectical exchanges during lectures. Further, getting to class in a timely manner is a good virtue. Given the importance of student participation, multiple absences will negatively affect your grade. All absences or late-arrivals must be cleared with the instructor in advance or, in the case of a medical emergency, be accounted for in writing after the fact. Unexcused absences and late arrivals demonstrate a lack of respect to your professor and peers and will significantly lower your grade. Absences and lateness will be assessed on a percentage basis. Thus, three absences will approximately amount to a 10% reduction in your attendance grade. A late arrival will count as 80% of attendance on a given day. Class participation entails regular contributions to in-class discussion, and attentive and sensitive listening to others. Attendance is worth **20 points**. **Only Ohio State officially sanctioned excuse (e.g., written excuses from coach, counselor, or doctor) will be permitted, and two points will be deducted** for every unexcused absence.

II. Carmen Reading Response

The course requires active student engagement and participation in the form of preparation and discussion. Each assigned text must be read **before** the date scheduled for its discussion in class, as indicated in the syllabus, so that students are fully prepared for a critical analysis of the text and its application to contemporary situations.

You will need to write at least **4 Reading Response papers** over the course of the semester. Response should identify important ideas from assigned readings, and highlight arguments that you may want to explore in more depth. Each paper should react to and discuss some specific aspect of the work that appears to be particularly significant, thought-provoking, or revealing about the assigned texts or selected topics for the course and their representation of Africa and the Diaspora. In addition to considering the assigned readings for the week, you can draw on additional readings, but they must all be cited appropriately, and the core of your paper should be responding to the assigned course readings and class discussions of that text or topic. Each of the five papers should be 3-4 pages long. The **Reading Responses** are an important part of the class, and they are an opportunity to engage with assigned readings thoughtfully and critically.

Consider what arguments the authors are making and why, the intended audience for these texts, and the importance of the author's theoretical intervention. Demonstrate that you have done the reading, and that you have read closely and critically. Explain why the points you mention are interesting or exciting and why you agree or disagree. *Reading responses are due on Carmen before the end of that period's theme or textual class discussion* and are worth 5 points each, making a total of **20 points**.

III. Research Essays

Students will complete **two significant essay assignments** for this course. These essays entail substantive research, drawing on both academic and popular texts and media to enhance and nuance the student's argument. Students will choose the topics for these essays themselves—consistent with the ideas and issues addressed in the course, and in consultation with the professor. Each essay should be 5-7 pages (double-spaced, Times New Roman font, 12 pt.) and include a bibliography of works cited. (For citation guidelines, see: <http://www.bibme.org/citation-guide/mla>)

VI. Presentations

Before turning in the longer essay assignments, students will present a partial version of their research to the class. For this assignment, students will choose one slide to show the class (an image, text, or short clip) relevant to the essay topic the student has researched. Students will then give a five-minute presentation (no more, no less) based on that slide, covering an aspect of research accomplished thus far. Following the presentation, we will take another five minutes (but no longer) to comment and ask questions about the presentation.

Grading

Attendance:	20%
Carmen Reading Responses:	20%
Research Essays (2):	40%
Presentations (2):	20%

OSU Standard Grade Scheme

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)

Major Texts

W.E.B. Du Bois, *The Souls of Black Folk*
 Chimamanda Ngozi Adichie, *Americanah*

Chimamanda Ngozi Adichie, *The Thing Around Your Neck*
 Ralph Ellison, *Invisible Man*
 Lorraine Hansberry, *A Raisin in the Sun*
 John Pepper Clark, *America, Their America*

Course Policies and Resources

Land Acknowledgement

We acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

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

through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence

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

Diversity

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

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/>.

COURSE SCHEDULE

Week 1	Jan. 11	<p>Course overview; Immigration and Citizenship in the United States</p> <p>Rachel L. Swarns, “‘African-American’ Becomes a Term for Debate,” <i>New York Times</i>, August 29, 2004. http://www.nytimes.com/2004/08/29/us/african-american-becomes-a-term-for-debate.html</p> <p>Maria Sacchetti, “The Changing Face of Citizenship,” <i>Boston Globe</i>, March 24, 2014. https://www.bostonglobe.com/metro/2014/03/24/immigrants-from-africa-caribbean-changing-make-black-population-massachusetts/hYhp23NSlxyCDobXeHBD7L/story.html</p>
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		Begin reading Ellison, <i>Invisible Man</i>
	Jan. 13	<p>Black Immigrants</p> <p>Monica Anderson, “6 Key Findings about Black Immigration to the U.S.,” Pew Research Center, April 2015 http://www.pewresearch.org/fact-tank/2015/04/09/6-key-findings-about-black-immigration/</p> <p>Kristen McCabe, “African Immigrants in the United States.” Migration Policy Institute, 2011</p> <p>Mary Mederios Kent, “Immigration and America’s Black Population.” Population Bulletin 62, no. 4 (2007). http://auth.prb.org/pdf07/62.4immigration.pdf</p>
Week 2	Jan. 18	<p>Living Theory: Theories of Identity and Diaspora</p> <p>Kwame Anthony Appiah, “Cosmopolitan Patriots,” <i>Critical Inquiry</i> 23, no. 3 (Spring 1997): 617-639.</p> <p>Stuart Hall, “Cultural Identity and Diaspora,” in Jonathan Rutherford, ed., <i>Identity: Community, Culture, Difference</i> (London: Lawrence and Wishart, 1990), 222-237.</p> <p><i>Reading Response 1 due (Ellison, <i>Invisible Man</i>)</i></p>
	Jan. 20	<p>Achille Mbembe, <i>Critique of Black Reason</i> (excerpts on Canvas)</p> <p>W.E.B. Du Bois, <i>The Souls of Black Folk</i> -</p>
Week 3	Jan. 25	<p>Representations of Black People in the Entertainment Industry</p> <p><i>Star Wars: The Force Awakens</i> (film excerpt, linked from Carmen)</p> <p>Raimi Gbadamosi, “Black Face in Hyperspace,” <i>Journal of the African Literature Association</i> 11, no. 1 (2017): 50-57. https://doi.org/10.1080/21674736.2017.1335950</p>
	Jan. 27	<p><i>Dirty Pretty Things</i> (film, linked from Carmen)</p> <p>Thomas Whittaker, “Between the Dirty and the Pretty: Bodies in Utopia in <i>Dirty Pretty Things</i>,” <i>International Journal of Cultural Studies</i> 14, no. 2 (2011): 121-132.</p>

<p>Week 4</p>	<p>Feb. 1</p>	<p>Representing the African Experience of Slavery</p> <p><i>12 Years a Slave</i> (film excerpt, link from Carmen)</p> <p>Salamishah Tillet, “‘I Got No Comfort in This Life’: The Increasing Importance of Patsy in <i>12 Years a Slave</i>,” <i>American Literary History</i> 26, no. 2 (2014): 354-361.</p> <p>Lupita Nyong’o, Essence Black Women in Hollywood speech (2014)</p> <p>Reading Response 2 due (Du Bois, <i>The Souls of Black Folk</i>) begin reading Lorraine Hansberry, <i>A Raisin in the Sun</i></p>
	<p>Feb. 3</p>	<p>Crafting a Self-Presentation in Music Videos and Reality</p> <p>Jidenna, “Classic Man” and “Long Live the Chief”</p> <p>Brian Hiatt, “Jidenna: The Remarkable Rise and Grand Visions of a Classic Man,” <i>Rolling Stone</i>, March 23, 2017, https://www.rollingstone.com/music/features/jidenna-inside-classic-man-singers-quest-for-excellence-w473269</p> <p>Akon, selected music videos</p> <p>Danielle Paquette, “Akon Just Unveiled His \$6 Billion ‘Futuristic’ City In Senegal. The Reviews Are Mixed.” <i>Washington Post</i>, September 1, 2020. https://www.washingtonpost.com/world/africa/akon-just-unveiled-his-6-billion-futuristic-city-in-senegal-the-reviews-are-mixed/2020/09/01/56f3b7a4-ebc7-11ea-bd08-1b10132b458f_story.html</p>
<p>Week 5</p>	<p>Feb. 8</p>	<p>Immigrants and Education</p> <p>Pamela R. Bennett, Amy Lutz, “How African American Is the Net Black Advantage? Differences in College Attendance Among Immigrant Blacks, Native Blacks, and Whites,” <i>Sociology of Education</i> 82, no. 1 (2009): 70-100. https://doi.org/10.1177/003804070908200104</p> <p>Douglas S. Massey, Margarita Mooney, Kimberly C. Torres, and Camille Z. Charles, “Black Immigrants and Black Natives Attending Selective Colleges and Universities in the United States,” <i>American Journal of Education</i> 113, no. 2 (February 2007): 243-271. https://doi.org/10.1086/510167</p> <p>Reading Response 3 due (Hansberry, <i>A Raisin in the Sun</i>)</p>

	Feb. 10	<p>Kimberly A. Griffin, Wilfredo del Pilar, Kadian McIntosh and Autumn Griffin, “‘Oh, of course I’m going to go to college’: Understanding the Role of Habitus in the College Choice Process of Black Immigrant College Students,” <i>Journal of Diversity in Higher Education</i> 5, no. 2 (2012): 96-111.</p> <p>John Pepper Clark, <i>America, their America</i></p>
Week 6	Feb. 15	<p>African Communities in Columbus and Ohio</p> <p>Learning about local African immigrant communities’ associations, gatherings, flea markets, festivals, and other institutions.</p> <p>Research Essay 1 Due</p>
	Feb. 17	<p>City and Regional Planning: Africans in US Communities</p> <p>Stefanie Chambers, <i>Somalis in the Twin Cities and Columbus: Immigrant Incorporation in New Destinations</i> (Temple University Press, 2017)—first part</p>
Week 7	Feb. 22	<p>Stefanie Chambers, <i>Somalis in the Twin Cities and Columbus: Immigrant Incorporation in New Destinations</i> (Temple University Press, 2017)—continued</p>
	Feb. 24	<p>Immigrants’ Social Lives and Opportunities</p> <p>Cawo Abdi, “The Newest African-Americans? Somali Struggles for Belonging.” <i>Bildhaan: An International Journal of Somali Studies</i> 11, no. 1 (2011): 90-107. https://digitalcommons.macalester.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1122&context=bildhaan</p> <p>Chimamanda Ngozi Adichie, <i>Americanah</i></p> <p>Jeré Longman, “More Nigerian-Americans Are Reaching Highest Level of Sports,” <i>New York Times</i>, March 18, 2015. https://www.nytimes.com/2015/03/19/sports/more-nigerian-americans-are-reaching-highest-levels-of-sports.html</p> <p>Reading Response 3 due (Adichie, <i>Americanah</i>)</p>
Week 8	Mar. 1	<p>Adélékè Adéèkò, “Photography and the Panegyric in Contemporary Yoruba Culture,” in Adéèkò, <i>Arts of Being Yoruba: Divination, Allegory, Tragedy, Proverb, Panegyric</i> (Indiana University Press, 2017), 120-164.</p>

		Chimamanda Ngozi Adichie, “We Should All Be Feminists” , TED Talk, November 2012.
	Mar. 3	Employment and Wealth Cawo Mohamed Abdi, “Threatened Identities and Gendered Opportunities: Somali Migration to America,” <i>Signs: Journal of Women in Culture and Society</i> 39, no. 2 (Winter 2014): 459-483. https://doi.org/10.1086/673380 Marilyn Halter and Violet Showers Johnson, <i>African & American: West Africans in Post-Civil Rights America</i> (New York University Press, 2019).
Week 9	Mar. 8	Presentations
	Mar. 10	Presentations
		SPRING BREAK March 14-18 – no class
Week 10	Mar. 22	further discussion of Halter and Johnson, <i>African & American: West Africans in Post-Civil Rights America</i>
	Mar. 24	Inter-Ethnic Relations Chimamanda Ngozi Adichie, <i>Americanah</i> and <i>The Thing Around Your Neck</i> (Knopf, 2010)
Week 11	Mar. 29	<i>Black Panther</i> (film, link from Carmen) discussion of Adichie, <i>Americanah</i> and <i>The Thing Around Your Neck</i>
	Mar. 31	discussion of Adichie, <i>Americanah</i> and <i>The Thing Around Your Neck</i>
Week 12	Apr. 5	Belinda Edmondson, “The Myth of Black Immigrant Privilege.” <i>Anthurium: A Caribbean Studies Journal</i> 4, no. 1 (2006): article 16. Stacey Tisdale, “Black Immigrants in U.S. Earning 30% More than U.S. Born Blacks,” <i>Black Enterprise</i> , September 24, 2015. http://www.blackenterprise.com/black-immigrants-in-u-s-earning-30-more-than-u-s-born-blacks/ Tod G. Hamilton, “Black Immigration, Occupational Niches, and Earnings Disparities Between U.S.-Born and Foreign-Born Blacks in the United States,” <i>RSF: The Russell Sage Foundation Journal of the Social Sciences</i> , 4, no. 1 (2018): 60–77.

	Apr. 7	The future of African communities in America <i>Reading Response 4 due (Black immigration articles)</i>
Week 13	Apr. 12	Presentations
	Apr. 14	Presentations
Week 14	Apr. 19	Presentations
	Apr. 21	Wrap-up <i>Research Essay 2 due</i>

GE Theme course submission documents: Migration, Mobility, and Immobility

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 *a//*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.

ELO 1.1 Engage in critical and logical thinking.	This course requires several writing assignments: five reading reflections that ask the student to think deeply about major texts in the course; and two research essays, which require substantive research, drawing on both academic and popular texts and media to enhance and nuance the student's argument. By practicing writing
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	<p>about substantive ideas in short and long forms, and by making cogent arguments about the experiences of African immigrants who come to the United States, students will further develop their ability to think critically and communicate in a clear, logical manner.</p> <p>The reading and viewing for this course requires and cultivates advanced skills in interpreting texts. In working with these texts, students bring together factual and fictional texts to accomplish a variety of tasks. They interpret works of fiction; explain factual situations; and analyze or criticize media representations. This requires both mastery of the texts themselves and the ability to make connections among (or synthesize) different texts from different genres.</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.</p>	<p>This course has goals (syllabus, p. 2) that include the use of scholarly sources as well as literary and popular culture; students will “examine and interrogate the social, cultural, economic, and political conditions of African diasporic communities.” This course represents an in-depth, multifaceted exploration of the different experiences of different generations of African immigrants. These concerns have been studied through sociological, economic, and historical inquiry; they have also been represented in the arts. Students are expected to engage with these different ways of understanding experiences, and be able to demonstrate these kinds of thinking in class discussion.</p> <p>This course requires two research papers, which will allow the student to use the tools of scholarship to explore the course topics.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>This course requires students to apply knowledge and insights they glean from scholarly articles and cultural theory to interpret a variety of media (including newspaper articles, films, and novels) and personal experiences.</p> <p>Students must be able to identify and describe key facts, ideas, and experiences, but also synthesize how those ideas relate to the big picture of the immigrant experience. By completing several writing assignments and an oral presentation, students gain experience in bringing together (synthesizing) a variety of ideas and viewpoints and presenting them in a logical way.</p>
<p>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.</p>	<p>In this course, students read scholarly articles describing a variety of facets of the immigrant experience, including education, employment, and integration into communities. But they also engage with works of fiction and essays that cultivate empathy with the people who have had these experiences. In so doing, they are invited to reflect on and assess their own social roles as citizens and community members amid current political debates about immigration and inclusion.</p> <p>The intensive reading and writing demands of this course will help build students’ stamina, even as the reflection assignments ask</p>

	them to communicate thoughtfully about challenging issues in the society of which they are a part.
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Goals and ELOs of “Migration, Mobility, and Immobility”

GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

For each ELO, 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>ELO 1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p>Students read a variety of texts (scholarly articles and newspaper coverage) that help them become familiar with current patterns of African immigration into the US, the causes of immigration, and immigration’s effects. They are asked to explain and expand upon these ideas in the two Research Essays (due Week 6 and the end of the semester; see p. 5 of the syllabus).</p>
<p>ELO 1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>Through articles, novels, and films about immigrant experiences (set in various times/places), students develop a sense of the different kinds of experiences that African immigrants have in the United States. The reading responses (see syllabus, p. 4) are due at regular intervals and ask students to engage with key texts that describe facets of this experience: Du Bois, <i>The Souls of Black Folk</i>; Ellison’s <i>Invisible Man</i>; Adichie’s <i>Americanah</i> and <i>The Thing Around Your Neck</i>; Hansberry’s <i>A Raisin in the Sun</i>; John Pepper Clark’s <i>America, Their America</i>. These texts represent some experiences common to many African diasporic people in the United States, and some that are distinctive to recent African immigrants; they offer opportunities to compare and contrast experiences and to empathize with a variety of persons, present and past.</p> <p>In this course students analyze the complex tensions, divisions, affiliations, and alliances between Black American and African immigrant communities in the United States. Through close reading of texts that center the encounter between African and American experiences, students are invited to understand and empathize with a variety of kinds of experience in a variety of settings: in schools and higher education, on the job, and in their communities.</p> <p>Some of the readings (week 5, Bennett, Massey, and Griffin readings) directly address stereotypes that students may hold or come into contact with</p>

	<p>by offering students factual information that contradicts stereotypes and bolsters students' understanding of immigrants' lives.</p> <p>Further, students learn (week 6) about African immigrant communities' associations, gatherings, flea markets, festivals, and other institutions here in Columbus, which they are invited to visit. This learning connects students with neighbors close at hand and helps them become familiar with people and practices they might not have understood before.</p>
<p>ELO 2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>Readings for this course give students information about how institutions welcome, or fail to welcome, immigrants, and how immigrants in the United States build institutional ties with their new communities and retain ties with their points of origin. (See the Abdi readings, weeks 7 and 8; Halter and Johnson reading, Weeks 8 and 10). Students will be able to describe the impact of race and gender on immigrant experiences in society and workplaces (Adichie, <i>Americanah</i> and "We Should All Be Feminists," weeks 8 and 10-11); and the ways in which newer immigrants might have different experiences and values from members of the African diaspora who came in previous generations (Chambers reading in weeks 6-7; Edmondson, Tisdale, and Hamilton readings, week 12).</p>
<p>ELO 2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p>Students assess and discuss the accuracy of representations of African diasporic people in music videos (week 4); feature films (weeks 3-4); novels (throughout the course); and news articles in the media (weeks 1 and 7). They learn about scholars' approaches to the study of immigration and compare and contrast these with literary portrayals and those in public media.</p> <p>The use of factual and fictional texts allows students to criticize portrayals that use stereotypes by contrasting them with factual information. In the five reading responses, students will analyze the course texts and the ideologies and conventions that underlie them. The two research papers ask the student to then go deeper in analyzing both the social reality and representations of it.</p>