

Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area French
Fiscal Unit/Academic Org French & Italian - D0545
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2804
Course Title Rebels and Runaways: Slave Narratives of the French-Speaking World
Transcript Abbreviation Rebs & Runaways
Course Description This course examines representations of rebellious and runaway slaves of French-speaking regions and explores how they rejected their oppression through tactics of flight, practices of resistance and resiliency, and modes of belonging and community-formation.
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

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions None
Electronically Enforced No

Cross-Listings

Cross-Listings None

Subject/CIP Code

Subject/CIP Code 16.0901
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Goals of the REGD foundation category (see syllabus and ELO sheet).

Content Topic List

- Marronage (the process of extricating oneself from slavery)
- French colonialism
- The Haitian revolution
- The 1850 US Fugitive Slave Act
- Caribbean literature and history
- Female slavery and rebellion
- African diaspora

Sought Concurrence

Yes

Attachments

- FR2804 Rebels and Runaways syllabus.docx: syllabus
(Syllabus. Owner: Willging, Jennifer)
- FR2804 ge-foundations-submission.pdf: GE ELOs submission form
(Other Supporting Documentation. Owner: Willging, Jennifer)
- Ohio_State_Course_Review_Concurrence_Form FR2804 English[8].pdf: concurrence from English
(Concurrence. Owner: Willging, Jennifer)
- Ohio_State_Course_Review_Concurrence_Form FR2804 AAAS.pdf: concurrence from AAAS
(Concurrence. Owner: Willging, Jennifer)
- FFS Major Curriculum Map rev 2-13-23.docx: FFS major curriculum map
(Other Supporting Documentation. Owner: Willging, Jennifer)
- FR Major Curriculum Map rev 2-13-23.docx: FR major curriculum map
(Other Supporting Documentation. Owner: Willging, Jennifer)

Comments

- Hi Jennifer, as always, if this new course will be able to count in one of your majors (even as an elective), please upload an updated curriculum map for the major(s) *(by Vankeerbergen, Bernadette Chantal on 10/28/2022 05:37 PM)*
- The course creator used the original ELO submission form, which we were told was fine. *(by Willging, Jennifer on 10/20/2022 04:05 PM)*

COURSE REQUEST
2804 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/17/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging, Jennifer	10/28/2022 07:03 AM	Submitted for Approval
Approved	Heller, Sarah-Grace	10/28/2022 01:31 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/28/2022 05:38 PM	College Approval
Submitted	Willging, Jennifer	02/16/2023 11:27 AM	Submitted for Approval
Approved	Heller, Sarah-Grace	02/16/2023 12:10 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/17/2023 11:27 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/17/2023 11:27 AM	ASCCAO Approval

FREN 2804: Rebels and Runaways (subtitle for this particular iteration of the course: Fugitive Slave Narratives of the U.S. and the Caribbean)



"The Unknown Maroon," Haiti, 1967, Albert Mangonès

Spring 20XX
Wednesday/Friday

Prof. Ryan Joyce
joyce.289@osu.edu
Office: Hagerty Hall 308
Office Hours: TBA

Course Description:

From the early modern period to today, the maroon, or “runaway” fugitive slave, has played a leading role in shaping U.S. and Caribbean history, literature, and culture. Historically defined as the temporary or sustained flight of enslaved subjects from plantation zones and colonial centers, marronage has since flourished as a site for the broader flights, fights, and community-building practices of Afro-diasporic peoples throughout the Americas. Building from historical sources, fugitive slave narratives, 19th, 20th, and 21st-century art, film, and literature, and contemporary cultural and political movements, this course will introduce students to the enduring, path-breaking activities of maroons and their descendants in the U.S. and the Caribbean.

In this class, we will trace how maroons, rooted in the violent history of transatlantic slavery, rejected their oppression through tactics of flight, practices of resistance and resiliency, and modes of belonging and community-formation. Moreover, we will examine how historical and contemporary maroons have defined themselves and how Afro-diasporic artists, filmmakers, and writers have employed marronage in their creative work. We will be especially attentive to how representations of marronage operate across Afro-diasporic political, cultural, and historical frameworks. Finally, we will investigate how marronage functions uniquely across time periods and places and how intersecting social positions of race, ethnicity, gender, and sexuality inform experiences of individual and collective marronage.

Format: Lecture and Discussion

Credit Hours: 3

GE: Race, Ethnicity, and Gender Diversity Foundation		
GE Goals	GE Expected Learning Outcomes	Course Objectives <i>Students will...</i>
	1.1: Successful students are able to describe and evaluate the social	a. study various iterations of marronage in the history, literature,

<p>GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems</p>	<p>positions and representations of categories including race, gender, and ethnicity, and possibly others.</p>	<p>and culture of the Americas to identify social positions and representations of Afro-diasporic peoples in specific geographic and cultural contexts.</p>
	<p>1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.</p>	<p>a. analyze complex systems of power, like colonialism and slavery, and examine how these forces shape hierarchies of race, gender, ethnicity, and sexuality in the Americas (including the U.S.).</p>
	<p>1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.</p>	<p>a. explore how the intersection of many categories, including race, gender, ethnicity, and sexuality, inform the lived experiences of Afro-diasporic people within systems of power.</p>
	<p>1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.</p>	<p>a. survey historical marronage throughout the Americas to grasp the scope and significance of enslaved peoples' resistance to slavery. b. examine the legacies of marronage in the 20th and 21st centuries to evaluate the importance of studying race, gender, ethnicity, and sexuality today.</p>
<p>GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.</p>	<p>2.1: Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities.</p>	<p>a. critically analyze and reflect on works of Afro-diasporic literature, film, and art. b. compare and contrast the experiences of maroons in the U.S. and the Caribbean.</p>
	<p>2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.</p>	<p>a. study Afro-diasporic cultural production across three centuries and multiple geographical contexts.</p>
	<p>2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.</p>	<p>a. investigate first-person accounts of slavery and marronage. b. explore contemporary media from the U.S. and Caribbean relating to marronage. c. discuss how modern marronage informs social and political activism in the Americas.</p>

Required Course Texts:

Some readings will be made available electronically on Carmen. These selections are marked with a **(C) on the course schedule below.

Richard Price, *Maroon Societies*, 3rd Edition, ISBN: 978-0801854965

Alejo Carpentier, *The Kingdom of This World*, translated by Pablo Medina, ISBN: 978-0374537388

Maryse Condé, *I, Tituba, Black Witch of Salem*, translated by Richard Philcox, ISBN: 978-0813927671
William & Ellen Craft, *Running a Thousand Miles for Freedom*, ISBN: 978-1446099834
Edouard Glissant, *The Ripening*, translated by Michael Dash, ISBN: 978-0435982225
Jean-Euphème Milcè, *Alphabet of the Night*, translated by Christopher Moncrieff, ISBN: 978-1901285765

These texts will be available at the OSU Bookstore @ Barnes & Noble. You may also purchase them online or locally, but they must be the same edition as those listed above.

Assignments:

All due dates are listed on the course schedule below.

- **Short Response Papers (2-3 pages each, submitted on Carmen):** Two short reading response papers. These response papers must be a critical reflection on one of the assigned readings from the class syllabus. You may choose which reading you want to respond to, but one response paper must relate to Unit 1 content, and the other from Unit 2 content. The final due dates for the response papers are indicated on the course schedule below.
- **Discussion Forums (on Carmen):** Throughout the semester you will be asked to respond to a short writing prompt on Carmen as a discussion. There are 6 discussion prompts on the course schedule. You must respond to at least 5 of them. These discussions are based on readings for class and will require you to write between 150-200 words. You will be graded based on the completeness of your answer and your ability to meaningfully engage with the course content. You must also respond to at least one of your classmates with a thoughtful and critical response. Your discussion and response must be submitted on Carmen **before** class begins, as we will discuss these topics in class.
- **Group Presentations (15 min., in class):** Students will sign up for a group presentation. All presentations must analyze at least one text from the week's readings and strive to foster discussion by posing relevant questions that the class may respond to. To this aim, students will prepare a list of discussion questions and an outline of their presentation to distribute in class at the beginning of their presentation.
- **Midterm Essay (4-6 pages, submitted on Carmen):** Students will write a short midterm paper answering one question relating to readings from the first half of the semester. Questions for the midterm exam will be distributed by the instructor two weeks prior to the midterm due date. These essays should be both synthetic and analytical and must demonstrate a grasp of the course themes and content.
- **Final Exam (on Carmen):** The final exam will be completed and submitted on Carmen. The final exam will focus on content from Unit 2 but will include some questions from Unit 1. The final exam is open note and open book. You are not permitted to consult outside sources or collaborate with other students, which will be considered academic misconduct.

Participation and Attendance:

Participation in every class meeting is paramount to your success in the course. This class is designed to be interactive and discussion-based, so you are expected to have completed all reading assignments before coming to class and to take an active part in all class discussions. Use our class meetings as an opportunity for you to discuss the course content with your classmates and sharpen your tools of critical reflection and analysis. Your participation grade will reflect your weekly engagement in the course.

Please note that more than three unexcused absences will result in a deduction on your final participation grade. Repeated tardiness will also be reflected in your participation grade.

Assessment:

Participation:	10%
Short Response Papers:	10%
Discussion Forums	15%
Group Presentations:	20%
Midterm Essay:	20%
Final Exam:	25%

Grading Scale:

Grades will be assigned using the Standard OSU point system in Carmen.

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)

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; 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

Statement on Diversity and Inclusion:

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

Land Acknowledgment:

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

About the Course Material:

Our course will ask us all to confront challenging issues and ideas. I do not ask or expect you to agree with everything that is presented to you, and I indeed welcome discussion on dissenting opinions. The goal is that you keep an open mind and understand the arguments that are presented to you; i.e., why and how ideas, cultural products (literature, film, art), or movements emerged in their given historical and cultural contexts. In line with OSU's commitments to diversity and inclusion, we will practice sensitivity and mutual respect (for each other) and cultural empathy (for viewpoints or ideas that may be different than our own). Any form of hate or discrimination will not be tolerated.

Course Schedule:

**Subject to change during the semester. If any changes occur, you will be notified with advance notice.

Week 1: Course Introductions

1st session: Introduction to the course; Lecture on "Why Marriage Still Matters"

2nd session: What is resistance? Introduction to the historical context of marronage in the U.S. and the Caribbean and key historical terms

“Resistance and Rebellion,” Understanding Slavery Initiative (C)

Hasan Kwame Jefferies and Kenneth Greenberg, Podcast “Resistance Means More Than Rebellion” (C)

Unit One: Historical Marronage: Causes, Effects, and Complexities

Week 2: What is Marronage?

1st session: Price, *Maroon Societies*, Introduction, pgs. 1-30

2nd session: Alvin O. Thompson, “Totalitarianism and Slavery” and “Forms of Marronage” from *Flight to Freedom* (C)

Discussion #1 DUE

Week 3: Maroon Origins and Colonial Encounters

1st session: Price, *Maroon Societies*, “Observations of the Disposition, Character, Manners, and Habits of Life, of the Maroon...” (by Bryan Edwards), pgs. 230-245

Moreau de Saint-Méry, “Description...of the French Part of the Island of Saint-Domingue” (C)

2nd session: *The Code Noir*, 1685 (C)

Price, *Maroon Societies*, “Slavery and Slave Revolts: A Sociohistorical Analysis of the First Maroon War” (by Orlando Patterson), pgs. 246-292

Week 4: Revolution! Haiti and Marronage

1st session: Laurent Dubois, *Avengers of the New World*, selected pages (C)

Alejo Carpentier, *The Kingdom of this World*, pgs. 1-43

Group #1 Presentation

2nd session: Carpentier, *The Kingdom of this World*, pgs. 43-91

Week 5: Legacies of the Haitian Revolution

1st session: Carpentier, *The Kingdom of this World*, pgs. 91-end

2nd session: Laurent Dubois and John D. Garrigus, “The Haitian Revolution and the United States” (writings of Thomas Jefferson and Charles Brockden Brown), pgs. 159-166 (C)

The Haitian Declaration of Independence and *The Haitian Constitution* (C)

The U.S. Declaration of Independence (C)

Discussion #2 DUE

Week 6: Rebels and Runaways in the U.S.

1st session: Price, *Maroon Societies*, “Maroons Within the Present Limits of the United States” (by Herbert Aptheker), pgs. 151-167

Sylviane A. Diouf, *Slavery’s Exiles*, “Maroons, Conspiracies, and Uprisings,” selected pages (C)

Berlin et. al, *Remembering Slavery*, selected pages (C)

2nd session: Nat Turner’s Rebellion

Kenneth S. Greenberg, *The Confessions of Nat Turner*, selected pages (C)
George P. Rawick, "Master and Slave: Resistance," pgs. 53-76 (C)

Week 7: Fugitive Slave Narratives

1st session: William & Ellen Craft, *Running a Thousand Miles for Freedom*, pgs. 23-76
Frederick Douglass, "My Escape from Slavery," in *Running a Thousand Miles for Freedom*, pgs. 7-22

Group #2 Presentation

2nd session: Craft, *Running a Thousand Miles for Freedom*, pgs. 77-end
1850 U.S. Fugitive Slave Act (C)
Fugitive Slave Advertisements (C)

Week 8: Fugitive Slave Narratives (Part 2)

1st session: Discussion of film *12 Years a Slave* (dir. Steve McQueen, 2013)

2nd session: Digital Archives of Marronage and The Underground Railroad in Columbus

<https://freedomonthemove.org>

<http://mapping-marronage.rll.lsa.umich.edu/welcome>

<https://www.teachingcolumbus.org/african-american-experience/the-underground-railroad-in-columbus>

Discussion #3 DUE

Week 9: Gender and Marronage

1st session: Maryse Condé, *I, Tituba, Black Witch of Salem*

Barbara Bush, *Slave Women in Caribbean Society*, "The 'Invisible' Black Woman in Caribbean History: An Introduction," pgs. 1-11 and "Female slave runaways," pgs. 63-65 (C)

Group #3 Presentation

2nd session: Condé, *I, Tituba, Black Witch of Salem*

Discussion #4 DUE

Final Due Date for Short Response Paper #1

MIDTERM ESSAY DUE SUNDAY BY 11:59PM (Carmen)

Week 10: NO CLASS (Spring Break)

Unit Two: Modern Marronage: Afro-Diasporic Arts and Activism

Week 11: The "Heroic Maroon" in the 20th Century

1st session: Early 20th-century Haitian poetry by Justin Lhérisson and Jean-Joseph Vilair (C)

Art of Renée Cox, "Queen Nanny of the Maroons" series: <https://www.reneecox.org/works-c1rxu>

Discussion of documentary *Queen Nanny: Legendary Maroon Chieftainess* (dir. Roy T. Anderson, 2015)

Group #4 Presentation

2nd session: Aimé Césaire and Négritude
Césaire, *Discourse on Colonialism*, selected pages (C)

Césaire, *Journal of a Homecoming*, selected pages (C)
Césaire speech, “Je suis un Nègre Marron” (“I am a Maroon”) (C)
Edouard Glissant, *The Ripening*

Week 12: Postcolonialisms and Marronage

1st session: Lecture and discussion on postcolonialisms
Gaurav Desai and Supriya Nair, *Postcolonialisms: An Anthology of Cultural Theory and Criticism*, pgs. 1-12 (C)
Frantz Fanon, *The Wretched of the Earth*, selected pages (C)
Glissant, *The Ripening*

Group #5 Presentation

2nd session: Decolonial movements in the French Caribbean
Glissant, *The Ripening*

Discussion #5 DUE

Week 13: Sexuality and Modern Marronage

1st session: Jean-Euphèle Milcé, *Alphabet of the Night*, selected pages
Ronald Cummings, “Queer Marronage and Caribbean Writing,” selected pages (C)

2nd session: Lecture and discussion of marronage and HIV/AIDS activism
Assotto Saint, *Spells of a Voodoo Doll*, selected poems (C)

Week 14: Marronage Now: Maroon Arts and Activism

1st session: Neil Roberts, *Freedom as Marronage*, “Marronage Between Past and Future” (C)
Sylvia Wynter, *Black Metamorphosis*, selected pages (C)
Maroon Music and Reggae (C)

Group #6 Presentation

2nd session: Gordon Barnes, Jr., “Revolutionaries to Reactionaries: Marronage, Slave Revolt, and the Black Freedom Struggle,” selected pages; <https://activisthistory.com/2020/02/29/revolutionaries-to-reactionaries-marronage-slave-revolt-and-the-black-freedom-struggle/>
Yarimar Bonilla, *Non-Sovereign Futures: French Caribbean Politics in the Wake of Disenchantment*, selected pages (C)

Week 15: Marronage Now: Maroon Arts and Activism (Part 2)

1st session: Amanda Choo Quan, “Maroons in the Caribbean Are Fighting for Political Power” (C)
“Liberatory Technology and Digital Marronage” Project; <https://www.thejustdatalab.com/tools-1/liberatory-technology-and-digital-marronage>
Nsambu Za Suekama, “My Gender is Marronage: A Revisitation” (C)

Discussion #6 DUE

2nd session: Stefano Harvey and Fred Moten, *The Undercommons: Fugitive Planning and Black Study*, “The Wild Beyond” (by Jack Halberstam) and “Politics Surrounded” (C)

Course Conclusion and Final Reflections

Final Due Date for Short Response Paper #2

FINAL EXAM DUE BY APRIL 23, 11:59PM (Carmen)

GE Foundation Courses

Overview

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

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

Accessibility

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

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

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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

Course Subject & Number: _____

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

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

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

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

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

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

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

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

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

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

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

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

GE Rationale: Foundations: Natural Science (4 credits)

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

A. Foundations

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

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

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

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

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

French and Francophone Studies Major Curriculum Map

Goal 1: Students will critically interpret and understand significant features of French and Francophone cultures, such as historical and literary movements, film, music, and social and political structures. In addition, they will appreciate the concept of global awareness and the importance of interacting effectively with people of other cultures.

Goal 2: Students demonstrate their level of proficiency in French by achieving an acceptable score on a test measuring skills in reading, writing, listening, and speaking French.

Goal 3: Students will be able to use their background in specific disciplines, such as History, History of Art, or International Studies, to contextualize and critically interpret French and Francophone issues, movements and/or significant contributions.

B = basic I = intermediate A = advanced

Courses are FR unless designated otherwise.

	Goal 1	Goal 2	Goal 3
Required FR courses			
1101 (GE)	B	B	
1102 (GE)	B	B	
1103 (GE)	B/I	B/I	
1155 (GE) (in lieu of 1101 and 1102 if placed into it)	B/I	B/I	
2101(H)	I	I	
3101	I	I	
Elective FR or FRIT courses taught in English			
2501 (GE)	I		
2801 (GE)	I		
2802 (GE)	I		
2803.01 (GE)	I		
2804 (GE)			
FRIT3052 (GE)	I		
FRIT3053 (GE)	I		
FRIT3054 (GE)	I		
FRIT3061 (GE)	I		
FRIT3301 (GE)	I		
3801 (GE)	I		
4690	A	(A if in a French-speaking	

		context)	
IT5051	A		
FRIT5061	A		
5601	A		A
5702	A		
Elective FR courses taught in French			
3102	I	I	
3103	I	I	
3201	I	I	
3202	I	I	
3401	I	I	
3402	I	I	
3403	I	I	
3501	I	I	
3502	I	I	
3570	I	I	
3701	I	I	
4100	A	A	
4401	A	A	
4402	A	A	
5103	A	A	
5104	A	A	
5105	A	A	
5201	A	A	
5202	A	A	
5203	A	A	
5204	A	A	
5205	A	A	
5206	A	A	
5401	A	A	
5402	A	A	
5403	A	A	
5701	A	A	
Extra-departmental courses			
Comparative Studies:			
2301 (GE)	B		B
3360	I		I
5957.02	A		A

Film Studies:			
3660	I		I
4640	A		A
4650	A		A
4670H	A		A
4895	A		A
Geography:			
5601	A		A
History:			
2203	B		B
2302	B		B
2303	B		B
3249	I		I
3250	I		I
3263	I		I
3270	I		I
3301	I		I
3304	I		I
3306	I		I
3308	I		I
3552	I		I
3798.06	I		I
History of Art:			
3611	I		I
4050	A		A
4421	A		A
4550	A		A
5001	A		A
5611	A		A
5612	A		A
5621	A		A
International Studies:			
2000	B		B
3350	I		I
4515	A		A
4534	A		A
4800	A		A
Medieval and Renaissance Studies:			
2215 (GE)	B		B
Arabic:			
2241	B		B
2702	B		B
Near Eastern			

Languages and Cultures:			
3201	I		I
3501	I		I
Philosophy:			
3230	I		I
3261	I		I
5261	A		A
Political Science:			
3290	I		I
3596	I		I
3910	I		I
4200	A		A
4210	A		A
4214	A		A
4332	A		A
4285	A		A

Curriculum Map French Major - Undergraduate ^{SEP} B = beginning; I = Intermediate; A = Advanced Rev. 1-19-2022
 All courses are FR (French) unless designated as FRIT (French and Italian).

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Required courses					
1101(GE)	B	B	B		B
1102 (GE)	B	B	B		B
1103 (GE)	B/I	B/I	B/I		B/I
1155 (GE)	B/I	B/I	B/I		B/I
2101	I	I	B/I	B/I	B/I
3101	I	I	I		I
Elective courses in English					
2501 (GE)	I			I	I
2801 (GE)	I			I	I
2802 (GE)	I			I	I
2803.01 (GE)	I			I	I
2804 (GE)	I			I	I
FRIT 3052 (GE)	I			I	I
FRIT 3053 (GE)	I			I	I
FRIT 3054 (GE)	I			I	I
FRIT 3061 (GE)	I			I	I
FRIT 3301	I			I	I
3801 (GE)	I			I	I
4690	A	(A if in a French-speaking context)	(A if in a French-speaking context)		A
FRIT 5051	A			A	
FRIT 5061	A			A	A
5601	A	A (reading comprehension necessary but most of course conducted in English)		A	A
5702	A			A	A
Elective courses in French					
3102	I	I	I		
3103	I	I	I		
3201	I	I	I		I
3202	I	I	I	I	I

Curriculum Map French Major - Undergraduate ^{SEP}B = beginning; I = Intermediate; A = Advanced Rev. 1-19-2022
 All courses are FR (French) unless designated as FRIT (French and Italian).

3401	I	I	I	I	I
3402	I	I	I	I	I
3403	I	I	I	I	I
3501	I	I	I	I	I
3502	I	I	I	I	I
3570	I	I	I		I
3701	I	I	I	I	I
4100	A	A	A	A	A
4401	A	A	A	A	A
4402	A	A	A	A	A
5103	A	A	A	A	A
5104	A	A	A	A	
5105	A	A	A	A	
5201	A	A	A	A	A
5202	A	A	A	A	A
5203	A	A	A	A	A
5204	A	A	A	A	A
5205	A	A	A	A	A
5206	A	A	A	A	A
5401	A	A	A	A	A
5403	A	A	A	A	A
5701	A	A	A	A	A