

## Term Information

Effective Term Autumn 2024  
*Previous Value* Spring 2019

## Course Change Information

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

The Department of African American and African Studies is submitting AFAMAST 2275: Blackness and the Politics of Sports for the Race, Ethnicity, and Gender Diversity Foundation GE. AAAS has made the requested revisions (1.31.2024)

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

The Department believes the Race, Ethnicity, and Gender Diversity Foundation is an appropriate fit for the course based on the changes we have made to the syllabus.

### 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	2275
Course Title	Blackness and the Politics of Sports
Transcript Abbreviation	Blackness & Sports
Course Description	The purpose of this course is to assist students in understanding the historical relationship between African Americans & the professional sports industry. We will explore how the intersections of race, gender, ethnicity, & sexuality function in the world of sports & investigate the cultural tendency to praise athletic achievement over educational or career ambitions.
<i>Previous Value</i>	<i>This interdisciplinary course considers the role of Black athletes in society and culture, the racial politics involved, and the global implications of race on courts, playing fields, tracks, and other athletic arenas.</i>
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

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Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	05.0201
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

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

*Previous Value*

*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	<ul style="list-style-type: none"><li>• For students to think about how the social construction of race informs role and function of Black athletes globally.</li><li>• For students to consider the implications of profit in relationship to Black athletes.</li><li>• For students to analyze how various ideas and attitudes about race that circulate in society inform cultural productions.</li><li>• For students to think about how multidimensional identities—the coupling of race with other identities—affect Black athlete's experiences.</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Rebel Athletes</li><li>• Black Markets</li><li>• Black Women and Sports</li><li>• Visualizing Black Athletes</li></ul>
Sought Concurrence	No

**COURSE CHANGE REQUEST**  
2275 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/01/2024

**Attachments**

- AFAMAST\_2275\_Syllabus.pdf: syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*
- ge-foundations-submission (Jeffries) edited.pdf: GE Form  
*(Other Supporting Documentation. Owner: Beckham, Jerrell)*
- AFAMAST\_2275\_Syllabus (Edited 2024).docx: Revised Syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*
- CoverLetter\_AFAMAST2275.pdf: Cover Letter  
*(Cover Letter. Owner: Beckham, Jerrell)*

**Comments**

- The Department of African American and African Studies is submitting AFAMAST 2275: Blackness and the Politics of Sports for the Race, Ethnicity, and Gender Diversity Foundation GE. Please see the attached cover letter and a revised syllabus (1.31.2024). *(by Beckham, Jerrell on 01/31/2024 12:49 PM)*
- See feedback email sent to department 12-22-2023 RLS *(by Steele, Rachel Lea on 12/22/2023 08:13 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	11/13/2023 04:18 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	11/13/2023 04:21 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/30/2023 12:14 PM	College Approval
Revision Requested	Steele, Rachel Lea	12/22/2023 08:13 AM	ASCCAO Approval
Submitted	Beckham, Jerrell	01/31/2024 01:01 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	01/31/2024 01:07 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/01/2024 03:28 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/01/2024 03:28 PM	ASCCAO Approval



30 January 2024

To: GE Foundation Review Committee

ATTN: Race, Ethnicity & Gender Diversity Foundation Committee

The Department of African American and African Studies has completed the revision for AFAMAST 2275: Blackness and the Politics of Sports. The following points have been addressed:

- 1. Contingency:** Journal articles have been incorporated into the course calendar each week to enhance engagement with gender and ethnicity.
- 2. Contingency:** Adjustments to the assignment descriptions on pages 2-3 now include short sentences establishing connections to REGD topics, goals, and ELOs. Additionally, details on the length and format of all assignments have been added.
- 3. Contingency:** A weekly topic has been specified for each week to guide students in their thinking and preparation for the materials.
- 4. Contingency:** References to Zoom meetings and online classes have been removed.
- 5. Contingency:** The Academic Dishonesty statement has been omitted.
- 6. Recommendation:** The reference to the OSU "Standard" Grade Scheme on page 3 of the syllabus has been eliminated.

We have also updated the purpose statement in [curriculum.osu.edu](http://curriculum.osu.edu) to better reflect the race, ethnicity, and gender diversity foundation.

Sincerely,

Ryan Skinner

Associate Professor

Director of Undergraduate Studies

African American and African Studies

Jerrell K. Beckham

Program Coordinator

African American and African Studies

# AFAMAST 2275

## Blackness and the Politics of Sports

Day/Time: TBD  
Location: TBD

Professor:  
Office:  
Office Hours:  
Office Phone:  
Email:

### Course Description

The purpose of this course is to assist students in developing an understanding of the historical relationship between African Americans and the professional sports industry in America. This chronological examination seeks to highlight and examine the impact African American athletes had on professional sports and in society during the twentieth and twenty-first centuries. We will explore the historical and contemporary influences that sports and entertainment media have on African American athletes and how those representations impact their identity and career aspirations. We will consider how intersections of race, gender, and ethnicity function within the world of sports. We will analyze U.S. race relations in the context of sports. We will also investigate the cultural tendency to praise athletic achievements over educational or career ambitions.

### Course Objectives

1. To introduce students to the theoretical, historical, social, and cultural conditions of African American athletes and their relationship to the professional sports industry.
2. To develop awareness of issues and concerns involving African American athletes and the sports industry.
3. To help students develop their critical and analytical thinking skills; and improve their writing and oratory skills.

### Course Learning Outcomes

After completing this course, students will be able to:

1. Identify, describe, and analyze the historical and contemporary relationship between African American athletes and the professional sports industry
2. Identify, describe, and analyze the historical and contemporary relationship between African American athletes' participation in sports and their contributions to the sports industry and society
3. Identify, describe, and analyze how African American athletes are represented in the media

### GE: Race, Ethnicity, and Gender Diversity (Foundation)

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

- **Expected Learning Outcome 1.1:** Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

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

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

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

This course sets out to introduce students to the theoretical, historical, social, and cultural conditions of African American athletes and their relationship to the professional sports industry. To foster this goal, the course dedicates several weeks to studying contemporary texts that examine the ongoing power and relevance of ethnicity, race, and gender in human social life, and black American sports culture in particular. Significant time is devoted to examining the professional sports industry as a site where many of the social and cultural concerns relevant to issues of race, class, and gender in the United States are performed and contested. Topics covered range from the desegregation of sports, to sports during the Civil Rights Era, to the challenges faced by black women in sports. Students are asked to respond to these topics and issues in class discussions and a class presentation, based on their reading of required texts. Regular quizzes further reinforce student’ engagement with these concerns. Finally, students are asked to synthesize their understandings of these interrelated issues in a short research paper on a relevant topic of their choice.

### Required Readings

1. Ackmann, Martha. (2010). *Curveball: The Remarkable Story of Toni Stone*.
2. Boyd, Todd. (2003). *Young, Black, Rich, and Famous: The Rise of the NBA and the Transformation of American Culture*. New York: Doubleday.
3. Miller, Patrick & Wiggins, David. (2004). *Sport and the Color Line: Black Athletes and Race Relations in the Twentieth Century*. New York: Routledge.
4. Powell, Shaun. (2008). *Souled Out? How Blacks are Winning and Losing in Sports*. Champaign, IL: Human Kinetics.

**\*Books are available at the OSU Barnes and Noble Bookstore at 1598 N. High Street.** All other course materials will be available for downloading on Canvas/Carmen.

### Grading/Assignments

1. Class Participation: It is expected that students will consistently attend class, remain attentive to speakers, and respectful to all others. Texting, falling asleep in class, doing assignments for other courses, and talking while others are talking will lead to a decrease in the grade assigned for “class participation.”

As a part of class participation, students will be required to give a presentation on one of the readings or part of one of the readings. That will be determined by professor and student. Worth (15%). Students are encouraged to adopt a critical lens, linking the text to themes of race, gender, or ethnicity. The class

presentation will be delivered at the start of class, lasting no more than 8 minutes. **After the presentation is given, the floor will be open up to question and answer, lasting no more than 10 minutes. The presentation is to consist of a typed portion of no more than 1-page to be emailed to the professor the night before. The verbal presentation is to be given at the start of each class.**

2. **Four Quizzes (5-10 questions each)** will be given throughout the semester. Therefore, it is essential that students read assignments before class and take plenty of notes during class. Dates of quizzes will be determined upon consultation between students and professor. **Students will determine on what dates quizzes will be taken. Quizzes will be take-home and turned in on the scheduled day.** They are worth (40%) The quizzes serve as a means for students to systematically assess their understanding of how historically and socially constructed categories of race, ethnicity, and gender shape perceptions, individual outcomes, and societal, political, economic, and cultural systems.
3. In alignment with our exploration of race, gender, and ethnicity, students will write **a short paper (approx. 1000 words)** before the end of the semester, probing into the interconnected dynamics of race, ethnicity, and gender in societal structures. (Worth 20%)
4. Towards the culmination of the semester and aligned with our focus on race, gender, and ethnicity, **a final examination (multiple choice, short answer, and short essay questions)** will be given at the end of the semester. This exam serves as an opportunity for students to integrate and demonstrate understanding of the course themes. (Worth 25%)

### **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)

**Grades will not be posted, sent via email, or verbally reported over the telephone.**

### **Attendance Policy**

Attendance is required and expected. I will register attendance on Carmen Canvas at the beginning of class and note late arrivals. 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. Absences and lateness will be assessed on a percentage basis. Thus, three unexcused absences will amount to a 10% reduction in your attendance grade. An unexcused late arrival will count as 80% of attendance on a given day.

### **Accessing Reading and Viewing Assignments**

All readings (apart from the required readings) for this class are accessible via online databases available through the OSU library system. To facilitate access, links to digital copies of book chapters, encyclopedia entries, and articles will be posted to the Carmen/Canvas course page as downloadable PDF documents. Films and documentaries are also available via the OSU library and public social media site (like YouTube). Links to these will also be posted on Carmen Canvas.

## **Deadlines**

Everyone is expected to turn in all assignments at the beginning of class on the day they are due. **Late papers will be accepted. However, papers submitted after the due date will be marked down by a half-letter grade per day.**

## **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/>).

## **Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Disability Services**

**The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.**

**If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability**



**Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.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.

### **Grievances and Solving Problems**

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

### **Land Acknowledgement**

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

**Tentative Course Calendar** (Note: Calendar subject to change at instructor's discretion, but not without prior notice)

### **Week 1: Introduction to the field of Africana Studies**

1/10: Introductions

1/12: How and why courses such as this one came about

### **Week 2: African Americans Athletes and the Rise of Organized Sports**

**Weekly Topic:** Sports and race; black American sports culture; gender and racial inequality in sports

1/17 Preface and Introduction, pp. vii-3 in Miller and Wiggins; Michael A. Messner et al., "Separating the Men from the Girls: The Gendered Language of Televised Sports," *Gender & Society*, Vol. 7, No. 1 (1993), pp.121-137

1/19 Ch. 1, Sport and Black Pittsburgh, 1900-1930, pp. 3-24 in Miller and Wiggins

### **Week 3: Jack Johnson and Race Relations in the U.S.**

**Weekly Topic:** Racial and ethnic barriers in boxing and baseball; perceptions of black masculinity

1/24 Ch. 2, Black Entrepreneurship in the National Pastime, pp. 25-44 in Miller and Wiggins

1/26 Ch. 3, The Year of the Comet, pp. 45-62 in Miller and Wiggins; Devyn Halsted, "The Manliest Man: How Jack Johnson Changed the Relationship of White Supremacy and Masculinity in America," *Footnotes: A Journal of History*, Volume 2 (2018), pp. 97-122

### **Week 4: Visualizing Black Athletes**

**Weekly Topic:** Representations of black athletes' struggles; commodification of black masculinity; African American experiences in organized sports; failure of the American Dream

1/31 August Wilson, *Fences* (play); Herman Gray, "Black Masculinity and Visual Culture," *Callaloo*, Vol. 18, No. 2 (1995), pp. 401-405

2/2 Denzel Washington, *Fences* (film)

### **Week 5: Boxing and Baseball, The Desegregation of Sports**

**Weekly Topic:** Breaking racial barriers in sports; racial desegregation in professional sports; construction of masculinity in African American sports

2/7 Ch. 7, Joe Louis, pp. 127-146 in Miller and Wiggins; Ken McLeod, "The Construction of Masculinity in African American Music and Sports," *American Music*, Vol. 27, No. 2 (2009), pp. 204-226

2/9 Ch. 9, Jackie Robinson, pp. 167-190 in Miller and Wiggins

### **Week 6: The Desegregation of Sports; Sports pre-Modern Civil Rights Era**

**Weekly Topic:** Black athletes and civil rights; redefining femininity within collegiate sports

2/14 Lecture VI: *Sports prior to the Civil Rights Era* (no reading)

2/16 *Introduction to African American Women's Participation in Sports*; Ch. 5, We Were Ladies, We Just Played Like Boys, pp. 83-99 in Miller and Wiggins

### **Week 7: African American Women's Participation in Sports**

**Weekly Topic:** Representations of black female athletes; black women's negotiation of racialized gender ideals and the politics of respectability

2/21 Ch. 11, "Cinderella's" of Sport, pp. 211-231 in Miller and Wiggins

2/23 Ch. 11, The Feminine Side, pp. 229-247 in Powell

### **Week 8: African American Women's Participation in Sports cont'd**

**Weekly Topic:** Black female athletes navigating Jim Crow America; representations of black female athletes

2/28 Martha Ackmann, *Curveball: The Remarkable Story of Toni Stone*

3/1 Martha Ackmann, *Curveball: The Remarkable Story of Toni Stone*

### **Week 9: Sport and the Civil Rights Movement**

**Weekly Topic:** Racial discrimination and segregation in sports; transformation of perceptions on basketball and hip hop; ideals and performance of black masculinity

3/6 Lecture VIII: *Sports during the Civil Rights Era*; Ch. 12, Jim Crow in the Gymnasium, pp. 233-249 in Miller and Wiggins

3/8 Introduction and Ch. 1, Young, Black, Rich and Famous, pp. xi-18 in Boyd; Patricia Vertinsky and Gwendolyn Captain, "More Myth than History: American Culture and Representations of the Black Female's Athletic Ability," *Journal of Sport History*, Vol. 25, No. 3 (1998), pp. 532-561

### **Week 10: Spring Break**

### **Week 11: Basketball and the American Cultural Transformation**

**Weekly Topic:** Black style and the representation of black masculinity; racial stereotypes in sports media; racial conflict during the Reagan era

3/20 Ch. 2, Don't Get High Off Your Own Supply, pp. 19-44 in Boyd; Drew D. Brown, "The Portrayal of Black Masculinity in the NFL: Critical Race Theory and the Images of Black Males," pp. 217-246 in *Critical Race Theory: Black Athletic Sporting Experiences in the United States*

3/22 Ch. 3, That Ol' Black Magic and the Great White Hope, pp. 45-70 in Boyd

### **Week 12: The African American Athlete in the Twenty-First Century (Basketball & Hip Hop)**

**Weekly Topic:** Evolving black expression in sports culture; impact of masculine personas in basketball; relationship between sports and rap culture

3/27 Ch. 4, Chocolate City, pp. 71-86 in Boyd; Ch. 5, I Am, pp. 87-103 in Boyd; Eva Boesenberg, "Who's Afraid of Shaq Attaq? Constructions of Black Masculinity and the NBA," *Amerikastudien / American Studies*, Vol. 43, No. 4 (1998), pp. 681-691

3/29 Ch. 6, My Detroit Playaz, pp. 105-124 in Boyd; Ch. 7, The Takeover, pp. 125-144 in Boyd

### **Week 13: The African American Athlete in the Twenty-First Century cont'd (Black Athlete Activism)**

**Weekly Topic:** Generational differences among black athletes; black athlete activism

4/3 Introduction: Setting the Stage and Ch. 1, Generational-Cultural Difference, pp. ix-24 in Powell

4/5 Ch. 2, Black Athlete Activism, pp.25-48 in Powell; Tom R. Leppard, "Athlete Activism and the Role of Personal and Professional Positionality: The Case of Naomi Osaka," *International Review for the Sociology of Sport*, Vol. 57, No. 8 (2022), pp. 1214-1233

### **Week 14: The African American Athlete in the Twenty-First Century cont'd (Black athletes in the classroom & the NBA)**

**Weekly Topic:** Performance and treatment of black athletes in the classroom; changes in the popularity and image of the NBA

4/10 Ch. 18, Crisis of the Black Athlete at the Onset of the Twenty-First Century, pp. 345-350 in MW; Ch. 4, Academic Divide, pp. 71-92 in Powell

4/12 Ch. 5, Basketball Score, pp. 93-116 in Powell; Sarah Banet-Weiser, "Hoop Dreams: Professional Basketball and the Politics of Race and Gender," *Journal of Sport and Social Issues*, Vol. 23, No. 4 (1999), pp. 403-420

### **Week 15: The African American Athlete in the Twenty-First Century cont'd (Baseball & Muhammad Ali)**

**Weekly Topic:** Impact of class on African American sports participation; black masculine personas in sports; black athletic stereotypes

4/17 Ch. 6, Baseball Bygones, pp. 117-142 in Powell

4/19 Ch. 8, Show Time, pp. 163-184 in Powell; Kath Woodward, "Legacies of 2012: Putting Women's Boxing into Discourse," *Contemporary Social Science: Journal of the Academy of Social Sciences*, Vol. 9, No. 2 (2014), pp. 242-52.

**Final Exam Date and Time TBA**

# GE Foundation Courses

## Overview

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

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

## Accessibility

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

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

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

### A. Foundations

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

AAAS 2275, "Blackness and the Politics of Sports," assists students in developing an understanding of the historical relationship between African Americans and the professional sports industry in America. Organized in a chronological manner, the course seeks to highlight and examine the impact African American athletes had on professional sports and in society during the twentieth and twenty-first centuries.

One of the core missions of current Black Studies is to interrogate and illuminate the reality of race—its history, socio-cultural expressions, and societal impacts—and the specific implications and effects of this category on African-descended populations worldwide. Black Studies has also long acknowledged and examined the intersections of "race" with other categorical structures of human life, including gender, ethnicity, and class. The course explores the historical and contemporary influences that sports and entertainment media have on African American athletes and how those representations impact their identity and career aspirations. Students will analyze U.S. race relations in the context of sports, as well as investigate the cultural tendency to praise athletic achievements over educational or career ambitions.

While race and racism in the context of black American sports culture is clearly central to this course, AAAS 2275 provides ample space for consideration of ethnic and gender diversity as well. Such perspectives are present, for example, in sections that highlight the challenges faced by black women in sports. Martha Ackmann's book *Curveball*, Patrick Miller and David Wiggins' book *Sport and the Color Line*, as well as Shaun Powell's book *Souled Out? How Blacks are Winning and Losing in Sports* all address the gendered experiences of Black and African athletes.

Course Subject &amp; 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)

This course aims to introduce students to the theoretical, historical, social, and cultural aspects surrounding African American athletes and their interactions with the professional sports industry. It encourages students to engage in critical thinking about the concept of "race" as a historically rooted, transnational, and intersectional idea within the context of the Black and African World. Moreover, it seeks to instill an appreciation for the contemporary dynamism, diversity, struggles, and solidarities present in Black and African communities worldwide.

To achieve these objectives, the course dedicates multiple weeks to the examination of contemporary texts that delve into the intersectional significance and influence of ethnicity, race, and gender in human social life, with a specific focus on African American sports culture. Considerable attention is given to analyzing the professional sports industry as a significant arena where various social and cultural issues, including those related to race, class, and gender, are enacted and contested. Successful students in this class are able to critically analyze and assess the social positions and representations of categories such as race, gender, and ethnicity within the context of African American athletes' interactions with the professional sports industry, demonstrating an understanding of the historical, cultural, and intersectional aspects of these issues and their significance in contemporary society.

Sports have been the site of some of the most potent civil rights battles. Athletes have initiated some of the most powerful and controversial protests against injustice; from the 200-meter medalists at the 1968 Mexico City Olympic games protesting racial inequality by raising their fists in a black power salute, to Muhammed Ali's principled refusal to enlist in the Vietnam War, to the recent decision of individual football players and other athletes to kneel for the national anthem as a protest of state violence against black people. By studying these pivotal events and related topics such as desegregation in sports and the challenges faced by Black women athletes, students develop a nuanced understanding of how categories like race, gender, and ethnicity have shaped athletes' experiences, societal perceptions, and the broader dynamics of civil rights movements. This comprehensive analysis equips them with the tools to critically assess the multifaceted role of sports in addressing social inequalities and advocating for justice.

Students are asked to respond to these topics and issues in class discussions and a class presentation, based on their reading of required texts. Regular quizzes further reinforce student' engagement with these concerns. Finally, students are asked to synthesize their understandings of these interrelated issues in a short research paper on a relevant topic of their choice.

**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)

The course encourages students to engage in critical reflection regarding the concept of "race" within the historical, transnational, and intersectional context of the Black and African World. It also aims to cultivate an appreciation for the contemporary dynamism, diversity, challenges, and solidarities within Black and African communities worldwide. To facilitate these objectives, the course devotes several weeks to the examination of contemporary texts that explore the intersectional significance and impact of ethnicity, race, and gender in the broader realm of human social existence, with a specific emphasis on the experiences of Black sporting communities. Drawing on critical insights from the course's readings and discussions, successful students will be able to analyze the intersectional impact of these categories on African American athletes and their communities, as well as their broader implications in the context of sports, culture, and social reform.

In the required text, *Young, Black, Rich and Famous: The Rise of the NBA, the Hip Hop Invasion and the Transformation of American Culture* by Todd Boyd, an exploration of the interplay between race, gender, and ethnicity within complex systems of power is a central theme. Boyd delves into the political uses of Black masculinity in the United States, particularly within the cultural realms of the NBA and hip-hop. He illustrates how these contexts serve as focal points where race, class, gender, and other cultural tensions converge, providing students with a nuanced understanding of how these categories intersect and interact within these influential cultural domains. By closely examining the portrayal and performance of Black masculinity within the NBA and hip-hop culture, students gain insights into how societal expectations and stereotypes surrounding these categories shape the experiences and identities of Black men. Furthermore, the text encourages students to connect these insights to broader societal issues, illustrating how the construction of Black masculinity within these cultural spaces has implications that extend beyond sports and music, influencing perceptions, opportunities, and challenges faced by Black men in various aspects of life.

Students are asked to respond to these topics and issues in class discussions and a class presentation, based on their reading of required texts. Regular quizzes further reinforce student' engagement with these concerns. Finally, students are asked to synthesize their understandings of these interrelated issues in a short research paper on a relevant topic of their choice.

Course Subject &amp; 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)

The primary aim of this course is to familiarize students with the theoretical, historical, social, and cultural contexts surrounding African American athletes and their connection to the professional sports industry. Moreover, the course encourages students to gain a deeper appreciation for the contemporary vitality, diversity, challenges, and solidarities among African American athletes in the United States. To effectively promote these objectives, all course assignments, which encompass weekly readings, class discussions, quizzes, and the research paper, have been thoughtfully crafted to reinforce a critical knowledge and comprehension of the intricate interplay between "race" and other forms of identity, such as gender, ethnicity, and class, within the context of African American athletes. Successful students in this course will be able to proficiently analyze how the interplay of categories such as race, gender, class, and ethnicity intersect to shape the lived experiences of African American athletes, drawing from the course's readings and discussions to comprehensively understand and critically assess the complex dynamics that impact these athletes within the professional sports industry.

One of the required texts, Martha Ackmann's *Curveball* recounts the life of Toni Stone, the first woman to play in the Negro Leagues during the Jim Crow era, breaking gender barriers in professional baseball. This text highlights the unique challenges and discrimination faced by a black woman who ventured into a male-dominated sport during a racially segregated period. By examining Toni Stone's experiences, students can gain a deeper understanding of how the intersection of race, gender, and ethnicity shaped her journey in professional baseball. It illustrates how the expectations and prejudices associated with these categories profoundly impacted her career and her personal life, demonstrating the complex interplay of these intersecting identities.

These texts provide students with concrete examples and narratives that help them analyze and appreciate the ways in which the intersection of race, gender, and ethnicity collectively mold the experiences of African American female athletes. Students are asked to engage with the various intersections of race, ethnicity, gender, and class within the African American world of sports in class discussions and a class presentation, based on their reading of required texts. Regular quizzes further reinforce student engagement with these concerns. The final research paper topic is chosen by the student, in consultation with the instructor, but the essay must engage substantively with the historicity and intersectionality of Black and African experience.

**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)

Ethical considerations within the course manifest in two primary dimensions: 1) by examining historical and contemporary issues of socio-economic injustice and inequity; 2) through a thoughtful exploration of the moral evaluations associated with emerging social and political movements that challenge prevailing notions of the "good," "right," and "just" within societies marked by deeply rooted socio-economic disparities, with a particular focus on addressing anti-Blackness. Successful students in this course will be able to demonstrate the ability to evaluate the social and ethical implications of studying race, gender, and ethnicity by critically analyzing the historical and contemporary dimensions of socio-economic injustice, inequity, and anti-Blackness as they relate to African American athletes' experiences in the professional sports industry. They will engage in thoughtful discussions and presentations that challenge prevailing notions of justice within society, and in their research, they demonstrate a capacity to assess and articulate the broader social and ethical implications of these issues in relation to race, gender, and ethnicity.

Shaun Powell's examination of the paradoxes of African-American sports success, as outlined in the required text *Souled Out? How Blacks Are Winning and Losing in Sports*, is directly related to the course's exploration of moral evaluations associated with emerging social and political movements challenging prevailing notions of justice within societies marked by socio-economic disparities and anti-Blackness. The book highlights the complex ethical and social dimensions of African-American athletes' participation in the professional sports industry. It underscores the moral evaluation of whether the achievements of black athletes within this industry truly signify progress in terms of racial equality or if they mask deeper socio-economic issues and disconnection from their communities. This connects to the course's broader focus on assessing the ethical implications of socio-economic injustice, inequity, and anti-Blackness. By juxtaposing the historical struggles for equality with contemporary challenges faced by black athletes, Powell's work provides a lens through which students can critically engage with the moral and ethical aspects of African-American athletes' experiences within the professional sports industry in the context of broader societal issues.

Students are asked to engage with and query such ethical perspectives in class discussions and a class presentation, based on their reading of required texts. Regular quizzes further reinforce student engagement with these concerns. Finally, students are asked to evaluate the social and ethical implications of socio-economic difference in the world (anchored in race, ethnicity, gender, and/or class) through self-directed research on a relevant topic of their own choosing.



Course Subject &amp; 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)

The objective of this course is to familiarize students with the theoretical, historical, social, and cultural contexts shaping African American athletes and their connections to the professional sports industry. It also encourages students to gain a profound understanding of the contemporary dynamism, diversity, challenges, and solidarities among African American athletes in the United States. Moreover, a significant aspect of this course involves promoting constructive and critical self-reflection, particularly regarding questions related to one's social position and identity, which are explored from various perspectives throughout the course

Students in this course can demonstrate critical self-reflection and identity critique by engaging with, for example, Shaun Powell's analysis in the required text *Souled Out*. They do so by examining the cultural differences in community activism between contemporary and past generations of African-American athletes. Powell's suggestion that apathy and opportunism may undermine equality achievements prompts students to reflect on their own social positions and identities. They can critically assess how their generation's perspectives and actions align with or diverge from the principles of activism and social justice advocated by past athletes. This self-reflection encourages students to consider their roles in shaping society's ongoing struggle for equality and to question their own contributions to or detractions from the broader goals of equity and social change.

Students are asked to respond to these topics and issues in class discussions, guided and facilitated by the instructor, and a class presentation, based on their reading of required texts. Regular quizzes further reinforce student' engagement with these questions of social position and identity, as they relate to their own experiences and those of others. Finally, students are asked to synthesize their understandings of these interrelated issues in a short research paper on a relevant topic of their choice.

**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)

This course sets out to introduce students to the theoretical, historical, social, and cultural conditions of African American athletes and their relationship to the professional sports industry. The course asks students to appreciate the modern-day dynamism, diversity, struggles, and solidarities of African American athletes in the US. At the heart of this course lies the pedagogical focus on comprehending the historical origins and present-day importance of "racial difference" within the American sports industry. Inextricably linked to this central theme are interconnected aspects of gender, ethnicity, and socio-economic distinctions.

Students in this course can recognize how perceptions of difference shape their own attitudes, beliefs, and behaviors by, for instance, critically engaging with the concept of "funneling" as discussed in the required text *Souled Out* by Shaun Powell. They learn to empathize with the restricted opportunities and expectations that black female athletes often face due to the intersection of race and gender. This understanding encourages self-reflection on how societal perceptions of difference influence their own perspectives and actions. Students can draw parallels between these athletes' experiences and their own lives, fostering a deeper awareness of the impact of societal expectations on their attitudes and choices, and inspiring them to challenge and reshape their own beliefs and behaviors in the face of such intersections of difference.

Throughout the semester, students are actively prompted to engage in critical self-reflection concerning their own encounters with and involvement in systems and patterns of racial injustice, particularly those pertaining to anti-Black discrimination and oppression. Additionally, students are encouraged to explore analogous manifestations of ethnic, gender-related, and socio-economic differences. Students are asked to respond to these topics and issues in class discussions, guided and facilitated by the instructor, and a class presentation, based on their reading of required texts. Regular quizzes further reinforce student' engagement with how perceptions of "racial difference" relate to their own attitudes, beliefs, or behaviors. Finally, students are asked to synthesize their understandings of these interrelated issues in a short research paper on a relevant topic of their choice.

Course Subject &amp; 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.

This course aims to provide students with an in-depth understanding of the theoretical, historical, social, and cultural contexts surrounding African American athletes and their connections to the professional sports industry. Students are encouraged to gain a profound appreciation for the contemporary dynamism, diversity, challenges, and solidarities among African American athletes in the United States. The course is structured around a comparative approach, delving into the historical and transnational examination of Black and African communities, cultural expressions, and social movements in relation to the sports industry.

By reading one of the required texts, *Sport and the Color Line*, students are able to delve into the multifaceted impact of race, gender, and ethnicity on the lived experiences of African American athletes. They explore historical narratives, such as the challenges faced by iconic figures like Jack Johnson and Joe Louis, whose careers were deeply intertwined with the racial dynamics of their time. Additionally, students gain insights into the complexities of black American sports culture, including the organization of semi-pro baseball and athletic programs at historically black colleges and universities. The text also prompts critical examination of contemporary issues, like the legacy of Muhammad Ali's political stance, the ongoing paradoxes of corporate sports, and the persistence of scientific racism in the athletic realm. By engaging with these examples and discussions, students develop the ability to vividly describe how race, gender, and ethnicity continue to shape the diverse experiences of others, both within the world of sports and in broader societal contexts.

Knowledge and understanding of the lived experiences of African American athletes past and present, is reinforced through regular quizzes and class discussions. The final research paper also provides students with the opportunity to explore comparative questions of socio-cultural and economic experience in greater detail, through a relevant topic of their own choosing.

## **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: AAAS 2275-10

**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 &amp; 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 &amp; 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)