

## Term Information

Effective Term Autumn 2024  
*Previous Value* Spring 2023

## Course Change Information

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

Adding New GE Foundations REGD category

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

This course is an obvious fit for this category

**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)?

N/A

**Is approval of the request contingent upon the approval of other course or curricular program request? Yes**

**Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)**

This course is cross-listed with AAAS.

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2081
Course Title	African American History from 1877
Transcript Abbreviation	AfAm Hst 1877-Pres
Course Description	The study of the African American experience in the United States from the era of Reconstruction through the present.
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?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

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Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

### Prerequisites/Corequisites

#### *Previous Value*

*Prereq: Completion of GE Foundation Writing and Information Literacy course.*

#### Exclusions

Not open to students with AfAmASt 2081.

#### Electronically Enforced

Yes

## Cross-Listings

### Cross-Listings

Cross-listed in AfAmASt.

## Subject/CIP Code

### Subject/CIP Code

54.0102

### Subsidy Level

Baccalaureate Course

### Intended Rank

Freshman, Sophomore, Junior

## Requirement/Elective Designation

### General Education course:

Historical Study; Historical and Cultural Studies; 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*

*Required for this unit's degrees, majors, and/or minors*

#### *General Education course:*

*Historical Study; Historical and Cultural Studies*

*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

- Students will be able to examine primary and secondary sources.
- Students will understand the intersectional nature of race, ethnicity and gender and how it affects the African American experience.
- Students will be able to understand how historical moments impacted the lived realities of Black people in the US.
- Students will be able to identify and analyze important political, social, cultural, religious, and intellectual histories of Black people in the US
- *Students will be able to examine primary and secondary sources.*
- *Students will be able to understand how historical moments impacted the lived realities of Black people in the US.*
- *Students will be able to identify and analyze important political, social, cultural, religious, and intellectual histories of Black people in the US*

### *Previous Value*

**COURSE CHANGE REQUEST**  
2081 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/18/2024

**Content Topic List**

- Reconstruction
- Nadir
- Disenfranchisement
- WWI
- Harlem Renaissance
- Jazz Age
- Great Migration
- Urbanization
- New Deal
- WWII
- Civil Rights and Black Power Movements
- Hip Hop
- Contemporary African American Politics

**Sought Concurrence**

No

**Attachments**

- HIST 2081 Syllabus REGD Teague JG 1.6.2024.docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*
- 2081 GE Form.pdf: 2081 GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	01/09/2024 08:32 AM	Submitted for Approval
Approved	Soland, Birgitte	01/11/2024 02:53 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/18/2024 03:18 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/18/2024 03:18 PM	ASCCAO Approval

HIST 2081: African American History since 1877

TTH at X times

Instructor: Dr. Greyson Teague

Office Hours: M 3-4 p.m. and through appointment

## Course Description

This course will examine African American history since 1877, the end of Reconstruction. It will focus on examining the various contours of Black life and experiences in this country throughout this period. Covered events and topics will include: the establishment of Jim Crow, the Great Migration, the founding of the NAACP, the Great Depression and African American political realignment, World War II and the Double V campaign, the Long Civil Rights Movement, Black Power, the War on Drugs and Mass Incarceration, and the Black Lives Matter Movement. Through examining these and other aspects of Black history, the course will show the centrality of African Americans to a variety of areas of American history, like various feminist movements. It will also show the intersection of race, gender, religion, social class, and other categories through the lens of African Americans' lived experiences and how they functioned in Black communities.

## Goals of the Course

At the end of the course, successful students will be able to do the following:

- Provide a basic overview of African American history from the end of Reconstruction till the present day
- Develop skills to properly evaluate, synthesize, and make use of primary sources
- Understand the central role that African Americans and the systems that oppressed them played in American history from Reconstruction till the present day
- Learn about the development of race as a legal, political, and social category in the United States through the lens of African American history after Reconstruction
- Understand how gender, religion, social class, and other aspects of identity intersected and functioned in Black communities

## General Education Requirements

### New GE: Race, Ethnicity and Gender Diversity

This course will satisfy the GE requirement for Race, Ethnicity, and Gender Diversity. The following are the goals of this GE requirement:

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 Outcomes

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.

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.

1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

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 Outcomes

2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.

2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

### **How Students in the Course will Meet These Goals**

As an African American history course, race and racism will be central to the course.

Specifically, how African Americans came together to resist the racist effects of Jim Crow and other forms of racism directed at them will be central to the course. Gender will also feature prominently. Many of the readings center the experiences of Black women or tell the stories of Black women and how they navigated the male dominated world of the time and how their race and gender intersected to create a different form of discrimination that they experienced both from white Americans but also from Black men. Essay 2 in particular will give students the ability to analyze primary sources created by Black female leaders and contrast them to Black male leaders as regards their conceptions of freedom. Class, particularly in discussions about policing and mass incarceration, will also feature prominently at points to discuss how many middle and upper class African Americans supported “tough on crime” policies that ultimately imprisoned poor African Americans disproportionately.

### **New GE: Historical and Cultural Studies**

#### **Goals - Historical Studies:**

1. 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 Outcomes - Historical Studies:**

Successful students are able to:

- 1.1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
- 1.2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
- 1.3. 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.
- 1.4. Evaluate social and ethical implications in historical studies.

### **How Students Will Meet These Goals**

This course will provide students multiple opportunities to examine primary sources related to Black history and learn directly from those who lived the period we study. In both essays, students will be graded upon their ability to use and analyze primary sources to better understand various aspects of African American history. Social and ethical implications will also be centered during various points of this course. Beyond examining the implications of racism, students will also be exposed to varying viewpoints among African Americans as to how they view their own experiences. For example, the later lecture on Black legal thought will allow students to examine the thoughts and beliefs of both Derrick Bell and Clarence Thomas, two Black legal thinkers who sit at the opposite ends of the legal and ideological spectrum. Students will examine why each of them thinks the way they do about American society and the law during that lesson.

### **Legacy GE: Historical Studies**

#### **Goals**

Students recognize how past events are studied and how they influence today's society and the human condition.

#### **Expected Learning Outcomes**

- 1, Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

### **How Students Will Meet These Goals**

Throughout the class, especially in discussion posts, students will be asked to reflect upon how the course material illuminates many ongoing contemporary issues. The class ends, for example, by examining the origins of the Black Lives Matter Movement, one of the most important and controversial groups in American society today. The integrated primary and secondary sources, particularly ones that examine and describe Black conceptions of freedom like Martin Luther King's *Where Do We Go From Here*, will provide students with ample opportunities to see how different African Americans interpreted the period in which they lived. At the end of the class, students will be asked to synthesize the material they learned on the final, and a major focus of the class during lectures and discussion will be helping students see how history here fits together and helps us understand the present.

## **Course Materials**

Required Readings that must be purchased:

Deborah Gray, Mia Bay, and Waldo Martin Jr. *Freedom on My Mind: A History of African Americans with Documents* (the textbook)

J. Todd Moyer *Ella Baker: Community Organizer of the Civil Rights Movement*

Jacqueline Jones Royster, ed. *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900*

All other required readings will be made available on Carmen.

## **Grading Scale**

The class will follow the standard OSU grading scale:

A: 92.5 and above

A-: 89.5-92.4

B+: 87.5-89.4

B: 82.5-87.4

B-: 79.5-82.4

C+: 77.5-79.4

C: 72.5-77.4

C-: 69.5-72.4

D+: 67.5-69.4

D: 62-67.4

E: below 62

### **Assignments**

The assignments for the course and their weight towards the final grade will be as follows:

Quizzes: 20%

Discussion Posts: 20%

Essay 1: 15%

Essay 2: 25%

Final: 20%

### **Quizzes (20%)**

First, there will be fact-based quizzes to check if students understand the basics of their readings and class lectures.

### **Discussion Posts (20%)**

Second, students will participate in discussion posts online. Although in-class discussion will take place, students will receive their participation grade through these discussion posts to not disadvantage any student who feels shy or nervous about speaking in class. To receive full credit, students will need to participate in four discussion posts online throughout the semester, and more than four opportunities will be given to students. Each initial post from a student should be approximately 300 words with thoughtful responses of 75-100 words to their classmates. Students may earn extra credit by completing 6 discussion posts. While there will be in class discussions, students will not be graded on these so as to not penalize those who otherwise might not feel comfortable speaking in a classroom setting.

Discussion posts and classroom discussions will ask students to reflect on the legacy of racism and what relevance it has today for American society and especially African Americans. Especially towards the end of the class when contemporary issues will become more prominent, students will be expected to synthesize what they have learned to analyze the implications of current movements like Black Lives Matter.

### **Essays (2) (40%)**

Essay 1 (15%)

The first one will examine Ida B. Wells' anti-lynching campaign through in the late 19<sup>th</sup> Century. Students will use the primary sources provided in the Royster reader to examine the role that lynching played in terrorizing African Americans, its purpose, how it and other forms of violence contributed to the establishment of Jim Crow in the South, and the responses that African Americans took to lynching to resist it and Jim Crow more broadly.



## Essay 2 (25%)

The second essay will examine the different concepts of freedom that African Americans fought for during the Civil Rights and Black Power eras. Students will use primary sources from figures like Martin Luther King Jr., Ella Baker, Shirley Chisholm, Malcolm X, Stokely Carmichael, and the Combahee River Collective to compare and contrast the different conceptions of freedom that African Americans fought for over during the Civil Rights and Black Power periods.

The first essay on Ida B. Wells's anti-lynching activism will highlight not only Black activism against racism, but also its clear brutality and how false narratives about Black men and white women were weaponized to justify mostly political and economic goals for the subjugation of African Americans. This story cannot be told without carefully examining the intersectional nature of race, ethnicity, gender, and class.

The second essay on Black conceptions of freedom during the Civil Rights and Black Power eras will ask students to evaluate how the lived experiences of African Americans contributed to their understandings of freedom and what it entailed. As in the first essay, students will need to carefully analyze how the intersecting factors of race, ethnicity, gender and class influenced the ways in which these different authors imagined and articulated freedom.

## **Final Exam (20%)**

There will be a final administered over Carmen. The final will be comprehensive and ask students to synthesize information over the entire semester to answer broad questions about different aspects of Black life during the period covered.

Over the course of the class, students will learn about the centrality of racism to American life in various facets (law, politics, the economy, social interactions, etc.). The final will ask students to reflect on this legacy of racism and what relevance it has today for American society and especially African American. Various questions on the final will require them to synthesize their understandings of Black history and how racism, gender, and ethnicity influenced the lived experiences of Black Americans.

## **Attendance**

Finally, there is not an attendance grade for this class, but attendance is mandatory. Each student will receive two excused absences for the semester. After that, a student will suffer a one percent reduction in their final grade for each class they miss. If a student has a medical absence or other life event come up that prevents them from coming to class, they need to promptly contact the instructor. **If a student does not communicate with the instructor, then an absence will be considered unexcused. If extreme extenuating circumstances occur, then those will be dealt with on a case by case basis.**

## Class Schedule

Week 1:

August 22: Syllabus and Introduction to the Class

Readings: Syllabus

Assignment: Syllabus Quiz

African Americans have always understood that their position in American society subjected them to constant racism and oppression. This led to various strategies to both cope with this reality as well as attempts to enact lasting change. Over the course of this class, we will investigate how the intersecting factors of race, ethnicity, gender, and class affected the African American experience of oppression and resistance over the course of the last 150 years.

In our first few classes, we will begin with a brief overview of Reconstruction to set the stage of the United States in the wake of the Civil War, and then discuss the lead up to the establishment of Jim Crow laws that codified and enforced racial segregation. We will also introduce and discuss some of the fundamental theoretical principles underlying the entirety of the class, such as the differences between race/ethnicity and sex/gender, and the fundamental concept of intersectionality as a guiding principle towards understanding diversity.

August 24: Reconstruction

Readings: Gray, Bay, and Martin (hereafter textbook) Chapter 9

Assignment: Quiz

August 29: Life After Reconstruction

Readings: Textbook Chapter 10

Assignment: Discussion Post

August 31: Populism in the South and the Establishment of Jim Crow

Readings: Omar Ali, *In the Lion's Mouth: Black Populism in the New South, 1886-1990* Chapter 4

Assignment: Quiz

September 5: Ida B. Wells' Anti-Lynching Campaign

Readings: Royster reader, especially Document 1 (*Southern Horrors*) and Document 3 (*Crusade for Justice* excerpts)

Assignment: Discussion Post

September 7: Black Political Organizing in the North Post Reconstruction

Reading: Martha S. Jones, *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All*, Chapter 5

Assignment: Essay 1

The next set of lessons will focus on building up national forms of organizing for African Americans and various attempts to both influence national figures to fight for civil rights and attempts at self-sufficiency during the Progressive Era.

September 12: Progressive Era Overview

Readings: Textbook Chapter 11; W.E.B. DuBois “The Talented Tenth,” and Booker T. Washington “Atlanta Compromise” speech

September 14: The Founding of the NAACP

Readings: Megan Ming Francis, *Civil Rights and the Making of the Modern American State* Chapter 2

Assignment: Quiz

September 19: National Politics and Black Organizing

Readings: Francis, Chapters 3 and 4

Assignment: Discussion Post

September 21: The Great Migration

Readings: Moya Chapter 1; Kenesha Grant, *The Great Migration and the Democratic Party* Chapter 2 (focusing on causes of the Great Migration)

Assignment: Quiz

September 26: World War I and the Red Scare

Readings: Francis, Chapter 5

Assignment: Quiz

September 28: The Universal Negro Improvement Association

Readings: Keisha N. Blain, *Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom*

Assignment: Discussion Post

October 2: The Harlem Renaissance

Readings: Selection of Black artists from the period (Langston Hughes’ “I, too” and “Harlem”) (“Strange Fruit” by Billie Holliday) (“Savoy Blues” by Louis Armstrong); David Levering Lewis, *When Harlem was in Vogue*, Chapter 7

Assignments: Quiz

The next set of classes will focus in on the Great Depression and World War II to help set the stage for the post-war period and the Civil Rights era. Focus will be paid on how the events of this period lay the groundwork for that period and students will be exposed to the ongoing debate of exactly how to periodize the Civil Rights era as well.

October 4: The Great Depression and Political Realignment

Readings: Textbook chapter 5; Grant Chapter 4

Assignment: Discussion Post

October 10: Black Organizing During the Great Depression

Readings: Moyer, Chapter 2

Assignments: Quiz

October 12: Fall Break

October 17: World War II and the Double V Campaign at Home

Readings: Textbook Chapter 13

Assignments: Quiz

The next set of classes will dive into the overall arch of the Civil Rights and Black Power Movements and ask students to critically examine each movement, their conceptions of freedom, and how they wanted to achieve those goals.

In the lessons focusing on African Americans and electoral politics, particular emphasis will be placed on how African Americans often had to have their goals suppressed to appease the political goals of ethnic whites and other members of the broader political coalitions that they inhabited throughout the period studied. The classes examining various Black led social movements will expound upon the how and why African Americans resisted the way they did whether through self-defense, non-violence, or other tactics. Similarly, when examining Black women's participation in Second Wave Feminism, examining how and why many African Americans conflicted with their white counterparts will show how the different experiences of African Americans affected their alliances.

**October 19: Early Civil Rights Era Overview**

Readings: Textbook Chapter 14

Assignments: Discussion Post

**October 24: From Human Rights to Civil Rights on the National Stage**

Readings: Mary Dudziack, *Cold War Civil Rights* Chapter 2

Assignments: Quiz

**October 26: *Brown v. Board of Education*, The Little Rock Nine, and the Montgomery Bus Boycott**

Readings: Moyer, Chapters 3 and 4

Assignments: Discussion Post

**October 31: The Founding of SNCC and Southern Organizing in the Early 1960s**

Readings: Moyer, Chapters 5 and 6; Ella Baker "More than a Burger;" Martin Luther King Jr. "Letter from Birmingham Jail"

Assignments: Quiz

**November 2: Black Organizing Outside the South**

Readings: Malcolm X "Ballot or the Bullet;" Rhonda Williams *Concrete Demands: Searching for Black Power in the 20<sup>th</sup> Century* Chapter 3

Assignments: Discussion Post

November 7: Election Day, no class

**November 9: The Rise of Black Power and the Radical Turn in Organizing**

Readings: Textbook Chapter 15

Assignment: Quiz

**November 14: The Assassination of King and The Collapse of Black Power**

Readings: Martin Luther King Jr. *Where Do We Go From Here* Chapter 2; Stokely Carmichael *Black Power* Chapter 3

Assignments: Quiz

**November 16: Black Women, Second Wave Feminism, and the Women's Liberation Movement**

Readings: Shirley Chisholm "Speech on the ERA," Combahee River Collective Statement

Assignments: Discussion Post

This course ends by examining post Civil Right and Black Power activism among African Americans, culminating in discussions about mass incarceration and Black Lives Matter. As such, students will be able to see how Black activism evolved post 1970s to adjust to the realities of today and how current activists draw upon and distinguish themselves from those in the past. Black dissenters will also receive attention. The political and legal beliefs of Supreme Court Justice Clarence Thomas will also receive examination as a way to provide a contrasting view from the often more liberal and progressive viewpoints expressed by many Black activists, and how Thomas's views derive from his own lived experiences as well.

November 21: Mass Incarceration

Readings: James Forman Jr., *Locking Up Our Own: Crime and Punishment in Black America*, Chapter 4

Assignments: Essay 2

November 28: Black Legal Thought Post Civil Rights

Readings: Derrick Bell, *Faces at the Bottom of the Well*, Chapter 3; Corey Robin, *The Enigma of Clarence Thomas*, Introduction and Chapter 3

Assignments: Quiz

November 30: Black Life and Activism and the End of the 20<sup>th</sup> Century

Readings: Textbook Chapter 16

Assignments: Quiz

December 5: The Rise of #Blacklivesmatter in the 21<sup>st</sup> Century

Readings: Textbook Chapter 17

Assignments: Discussion Post

Final time TBD

## **Course Policies**

### **Religious Accommodations**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

### **Academic integrity policy**

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

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

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

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

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

### **Student Services and Advising**

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

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

Advising resources for students are available here: <http://advising.osu.edu>

### **Copyright for Instructional Materials**

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

### **Statement on Title IX**

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

### **Commitment to a Diverse and Inclusive Learning Environment**

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

### **Land Acknowledgement**

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

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

### **Your Mental Health**

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

## **Accessibility Accommodations for Students with Disabilities**

### **Requesting Accommodations**

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).

## **Accessibility of Course Technology**

This course requires use of CarmenCanvas (Ohio State's learning management system). If you need additional services to use this technology, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))

# 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.

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)