
Term Information

Effective Term Spring 2026

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 3460
Course Title Digging in the Crates as Archival Research
Transcript Abbreviation DiCrateArchvIRsrch
Course Description This course provides a critical introduction to qualitative & cultural research methods within the field of African American & African Studies. It will focus specifically on Hip Hop culture, situating it within the larger context of African American Black music traditions. Students will explore research intent, design, methodology, format, & presentation through a Hip Hop lens.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions Not open to students with credit for MUSIC 3460
Electronically Enforced No

Cross-Listings

Cross-Listings Cross-listed with Music

Subject/CIP Code

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

Requirement/Elective Designation

Traditions, Cultures, and Transformations

Course Details

Course goals or learning objectives/outcomes

- Students will analyze a topic or idea at a more advanced level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matters.
- Students will integrate approaches to the theme by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
- Students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
- Students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

Content Topic List

- Research Methodology
- Hip Hop Tradition
- Qualitative and Cultural Research
- African American Music Traditions
- Black Music Traditions

Sought Concurrence

No

Attachments

- (GE-History Theme - traditions cultures transformations) AFAMAST 3460 Digging in the Crates as Archival Research.pdf: GE Form
(Other Supporting Documentation. Owner: Beckham, Jerrell)
- CurriculumMap&ProgramLearningGoals_AAAS.docx: Curriculum Map
(Other Supporting Documentation. Owner: Beckham, Jerrell)
- Concurrence from School of Music.docx: Concurrence
(Concurrence. Owner: Beckham, Jerrell)
- (Proposed Syllabus draft_06) 3460 Digging in the Crates as Archival Research (2).docx: Updated Syllabus 9.11.25
(Syllabus. Owner: Beckham, Jerrell)

Comments

- Please see Subcommittee feedback email sent 9/2/25. *(by Neff, Jennifer on 09/02/2025 04:56 PM)*
- - It is not clear why the course number on the form in curriculum.osu.edu is 3460.02. There is no 3460.01 on the books and also the syllabus attached refers to the course as being 3460 (no decimal).
 - If this course will be able to count in your major, please upload an updated curriculum map, indicating the program goal(s) or learning outcome(s) the new course is designed to meet.
 - Please note that p. 2 of the syllabus refers twice to "GE Theme: History Theme - Traditions Cultures and Transformations". The reviewing faculty committee will ask that the syllabus display the correct name of the GE category (namely "GEN Theme: Traditions, Cultures and Transformation" without a reference to a history theme) so I would advise that this be changed before subcommittee review. *(by Vankeerbergen,Bernadette Chantal on 02/13/2025 10:11 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham,Jerrell	02/12/2025 01:49 PM	Submitted for Approval
Approved	Rucker-Chang,Sunnie Trine'e	02/12/2025 01:57 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/13/2025 10:27 AM	College Approval
Submitted	Beckham,Jerrell	07/18/2025 03:01 PM	Submitted for Approval
Approved	Rucker-Chang,Sunnie Trine'e	07/18/2025 03:08 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/11/2025 12:38 PM	College Approval
Revision Requested	Neff,Jennifer	09/02/2025 04:56 PM	ASCCAO Approval
Submitted	Beckham,Jerrell	09/11/2025 11:10 AM	Submitted for Approval
Approved	Dew,Spencer L	09/11/2025 01:03 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/08/2025 12:41 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/08/2025 12:41 PM	ASCCAO Approval

Proposed Syllabus
Spring Semester 2026
Pilot new course:

AFAMAST and MUSIC 3460: Digging in the Crates as Archival Research

Course Information:

Course Times & Location: TBA

Credit Hours: 3

Mode of Delivery: Face-to-Face

Format of Instruction: Lecture

Contact Hours: 3 hours per week

Instructor:

- **Name:** TBA
- **Email:** TBA
- **Office:** TBA
- **Office hours:** TBA
- **Preferred means of communication:** TBA

Course Prerequisites:

None

Course Description:

This course provides a critical introduction to qualitative and cultural research methods within the field of African American and African Studies. It will focus specifically on Hip Hop culture, situating it within the larger context of African American Black music traditions. Students will explore research intent, design, methodology, format, and presentation through a Hip Hop lens. The course aims to encourage students to reflect on the philosophical, theoretical, and ethical implications of conducting research in African American and African Studies, particularly in relation to Hip Hop's tradition of "digging in the crates" to understand music. Additionally, students will conduct an in-depth analysis of the history of Hip Hop production and the significance of sampling in popular music.

Topics include:

- Understanding the concept of "Digging in the Crates";
- What is a hypothesis?
- Uncovering a research problem and associated research questions
- Understanding the problem in order to choose the correct research methodology

This course is an elective option for the Hip Hop Studies minor and the [proposed]. It is open to all students, regardless of major. 3 credits.

General Education (GE)

GEN Theme: Traditions, Cultures and Transformations

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

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

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

GEN Theme: Traditions, Cultures and Transformations	
EXPECTED LEARNING OUTCOMES	COURSE LEARNING OBJECTIVES
Successful students are able to: (1.1) Engage in critical and logical thinking about the topic or idea of the theme.	In this course, students will: Engage in critical and logical thinking while reflecting on their own research related to hip-hop culture. By analyzing chapters and themes from Mark Katz's "Groove Music: The Art and Culture of the Hip-Hop DJ," students will connect their findings with personal insights and broader cultural discussions. Students will do a chapter analysis with a critical analysis selection and engage in a reflective discussion in the form of an artistry analysis.
(1.2) Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.	Critically analyze music production and connect it to students own research. When given a selection of music samples from various genres and cultural backgrounds. Take time to listen to each carefully and note your impressions. While listening, focus on specific components such as melody, rhythm,

	instrumentation, and lyrical content. Additionally, students will choose one of the four main elements of Hip Hop (DJing, Graffiti, B-Boying, Emceeing) and create a PowerPoint with no more than seven slides that: Define the chosen element. Explain its historical significance and evolution within the Hip Hop culture. This framework emphasizes how students can shape their assignments to reflect their unique research journeys while exploring the history of DJing in Hip Hop culture.
(2.1) Identify, describe, and synthesize approaches or experiences as they apply to the theme.	Articulate their own research methodologies and designs in relation to understanding Hip Hop culture. Working in small groups, they will discuss provided scenarios and relate them to their personal research experiences. Each group will identify the methodology and design that best suits their unique approaches, presenting their conclusions to the class. This exercise aims to deepen their understanding of how research methodology influences the interpretation of Hip Hop culture.
(2.2) Demonstrate a developing sense of self as a learning through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Reflect on personal growth as a researcher and learner while connecting experiences in Hip Hop culture to the development of your research topic. Through a self-assessment journal that will speak to their strengths as a researcher and learner, particularly in relation to your personal connections to Hip Hop.
(3.1) Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	Write short essays and deliver presentations that speak to their understanding of how Hip Hop contributes to the formation of individual and collective identities, and what are the implications of this for understanding Hip Hop culture. Also, a series of reflection essays, and a discussion forum to help display students' understanding of the relationship between theory and method and the implications for interdisciplinary research.
(3.2) Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.	Prepare a research proposal that links research questions, theoretical paradigms, and research methodologies. Create a PowerPoint addressing your research. Define your research question. Discuss the theoretical framework you will use. Outline the research methodology and design.

(3.3) Examine the interactions among dominant and sub-cultures.	Engage with Mark Katz's "Groove Music: The Art and Culture of the Hip Hop DJ" to understand the significance of DJs in Hip-Hop culture and connect these concepts to their independent research.
(3.4) Explore changes and continuities over time within a culture or society.	Write a brief proposal outlining their selected topic and initial thoughts on the following topics - The evolution of Hip Hop music styles (e.g., lyrical themes, production techniques) - The impact of hip hop on social movements (e.g., Black Lives Matter) - The role of dance in hip hop culture (e.g., breakdancing, krumping) - The influence of Hip Hop fashion trends over the decades - Language and vernacular shifts within hip hop lyrics
(4.1) Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.	Analyze specific examples of sampling in Hip Hop music, tracing the sources of samples and discussing how they are transformed and repurposed to create new meanings and messages. Students will also select two different cultural expressions, one from within Hip-Hop and another from a different music genre or cultural practice. They will analyze and present the differences, similarities, and disparities in how these expressions reflect societal values and contribute to cultural transformations.
(4.2) Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.	Engage in role-playing exercises where students assume identities reflected in hip hop narratives that differ from their own. This activity aims to foster empathy and understanding by immersing students in scenarios that highlight societal issues impacted by race, ethnicity, and gender, as represented in hip hop. Following the role-play, the class will discuss how qualitative research methods, such as hip-hop ethnography or narrative inquiry, can provide powerful insights into the lived experiences and struggles depicted in hip hop culture.

Learning Outcomes:

Upon successful completion of this course, students should be able to:

- Explain the concept of "Digging in the Crates" within the research context

- Define, articulate, and demonstrate what constitutes a hypothesis.
- Identify and analyze a research problem along with its related research questions.
- Evaluate a research problem effectively to select the appropriate research methodology.
- Express a clear understanding of Hip Hop as a culture; including listing and explaining the 4 main elements of Hip Hop (DJing, Graffiti, B-Boying, & Emceeing)
- Explain the concept of Hip Hop sampling (Digging in the Crates) within African American musical traditions.
- Describe sampling as archival research within African American black music traditions.
- Articulate the difference between research methodology and research design.
- Prepare a research proposal and demonstrate a clear understanding of the links between research questions, theoretical paradigms and research methodologies.
- Demonstrate the ability to consider and deploy specific methodologies to the consideration of a range of research questions.
- Illustrate the relationship between theory and method.

Required Texts:

- Katz M. (2012). Groove music: The art and culture of the hip-hop DJ. Oxford, UK: Oxford University Press.

*Texts can be purchased at the OSU Barnes & Noble

Grading: 500 Points TOTAL for the Class

100 points	Chapter Analyses (4 @ 25 points each)
100 points	Artistry Analysis (5 @ 20 points each)
100 points	Reflective Analysis (2 @ 50 points each)
100 points	The Role of Hip Hop Identity Formation (Midterm)
100 points	Research Proposal

Descriptions of Major Course Assignments:

Chapter Analyses (4 @ 25 points each)

Students will analyze assigned chapters from the assigned readings and will share in class with a 5 slide PPT or Prezi. Choose at least two chapters from "Groove Music." As you read, identify the central arguments Katz presents regarding the artistry, techniques, and cultural significance of the hip-hop DJ. Do you find the arguments compelling? Develop a research question based on gaps/ or topics not discussed.

Reflective Analysis (2 @ 50 points each)

Reflect on the artistic techniques discussed by Katz. How do the ideas presented in the text connect with the cultural issues relevant to your research? How do these techniques illuminate the nature of creativity in your own research area? Provide examples that showcase both the similarities and differences between Katz's insights and your findings.

- **Research Methodology vs. Research Design Discussion** - Students will articulate their own research methodologies and designs in relation to understanding Hip Hop culture. Working in small groups, they will discuss provided scenarios and relate them to their personal research experiences. Each group will identify the methodology and design that best suits their unique approaches, presenting their conclusions to the class. This exercise aims to deepen their understanding of how research methodology influences the interpretation of Hip Hop culture.
- **Journal Entry: Self-Assessment** - Write a reflective journal entry (500-700 words) that explores your journey as a learner in this course. Consider the following prompts to guide your reflection:
 - What prior experiences, both academic and personal, have shaped your interest in Hip Hop culture?
 - How have your understanding and perceptions of research evolved through your- engagement with the course material?
 - Identify a challenge or a moment of insight in your research process so far. How did you navigate this experience, and what did you learn from it?

Artistry Analysis (5 @ 20 points each)

Music Production Workshop Reflection

Write 1-2 paragraphs discussing your analysis and its connection to your research. Given a selection of music samples from various genres and cultural backgrounds. Take time to listen to each carefully and note your impressions. While listening, focus on specific components such as melody, rhythm, instrumentation, and lyrical content. How do these elements work together to form a cohesive sound? Reflect on the cultural heritage

embodied in each sample. How does this heritage influence the music? What stories or histories do these samples tell? Think about how the themes and ideas present in these samples relate to your own research. Consider questions like:

- How does the music reflect or challenge the topics you are studying?
- In what ways can your findings enhance the understanding of these samples or the cultures they represent?

Exploring the Four Elements of Hip Hop

Choose one of the four main elements of Hip Hop (DJing, Graffiti, B-Boying, Emceeing) and create a PowerPoint with no more than seven slides that: Define the chosen element. Explain its historical significance and evolution within the Hip Hop culture. This framework emphasizes how students can shape their assignments to reflect their unique research journeys while exploring the history of DJing in Hip Hop culture.

Digging In The Crates Case Studies/Listening Party

On this field trip, students will delve into records, immerse themselves in artist performances, and link the sounds of various instruments. By examining record labels and listening to record recordings. Investigate how cultural components have profoundly influenced historical or current events through the lens of music. This exercise aims to offer tangible instances of the theoretical concepts covered in the class, enhancing comprehension of the course content.

Discussion Forum: Theoretical Paradigms and Interdisciplinary Research

Understand the relationship between theory and method and the implications for interdisciplinary research. Students will: Post a summary of a theoretical paradigm relevant to Hip Hop studies. Provide examples of how this theory can influence research methods and vice versa. Comment on at least two classmates' posts to foster dialogue.

Reflection Essays

Students will be asked to write reflection essays on how their understanding of the influence of cultural aspects on historical or contemporary issues has evolved throughout the course. This will encourage students to critically assess their learning journey and the implications of their own research.

Midterm Project

Research Question: How does Hip Hop contribute to the formation of individual and collective identities, and what are the implications of this for understanding Hip Hop culture?

Methodology: Conduct a qualitative study of Hip Hop fans and artists to explore their experiences of identity formation. Interview participants to gain insights into how Hip Hop has influenced their sense of self, their relationships with others, and their place in society. Analyze Hip Hop lyrics, music videos, and other cultural artifacts to understand how Hip Hop represents and constructs identities.

Creative Work: Create a multimedia installation or performance piece that explores the role of Hip Hop in identity formation. This could include elements such as video, music, dance, and spoken word.

Final Project Presentation

Prepare a research proposal that links research questions, theoretical paradigms, and research methodologies. Create a PowerPoint addressing your research. Define your research question. Discuss the theoretical framework you will use. Outline the research methodology and design.

Slide 1: Title Slide

Introduce the topic of the presentation. Include the title of the research project, your name, the date, and any relevant institutional affiliation.

Slide 2: Introduction to the "Big" Idea or Technological Advancement

Define the specific "big" idea or technological advancement you will analyze. Provide a brief overview of its historical context and significance. Highlight why it deserves attention regarding cultural impact.

Slide 3: Research Question

Clearly state your research question. Discuss its relevance to the specific culture being studied. Explain how this question arises from the significance of the technological advancement

Slide 4: Theoretical Framework

Introduce the theoretical frameworks relevant to your analysis (e.g., cultural studies, technological determinism, social constructivism). Explain how these frameworks will guide your understanding of the impact.

Slide 5: Methodology Overview

Outline the research methodologies you will employ (qualitative, quantitative, mixed methods). Briefly describe the rationale for choosing these methodology(ies) in exploring the cultural changes.

Slide 7: Analysis Techniques

Discuss how you will analyze the data you collect. Mention any relevant tools or frameworks for analysis (thematic analysis, statistical methods) and justify their suitability for your study.

Slide 8: Implications of Research

Reflect on the broader implications of your research findings. Consider how understanding the cultural impact of this technological advancement could inform future research, policy-making, or social practices.

Slide 9: References

List all sources and references that were cited in your presentation. Ensure to follow a consistent citation style relevant to your field (APA, MLA, Chicago, etc.).

OSU 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)

Course Policies and Resources:

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an

instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may

be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

Columbus

slds@osu.edu

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

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Grievances and Solving Problems

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.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>
Call 614-247-5838 or TTY 614-688-8605
civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

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 [Civil Rights Compliance Office](#). Policy: [Religious Holidays, Holy Days and Observances](#)

If you have additional questions then please check out the following link to the **Office of Undergraduate Education's:** [Syllabus Policies & Statements webpage](#).

Course Schedule

- Refer to the Carmen Canvas course for up-to-date due dates.

Week 1

- Theme: Syllabus and Course Overview
 - Research Methodology vs. Research Design

Week 2

- Theme: Research Methodology vs. Research Design continued
 - *Chapter Analysis: Groove Music (Ch. 1-2)*

Week 3

- Theme: Aims, Objectives, Research Questions
 - Quantitative vs Qualitative vs Mixed Methods
 - Activity: Role-Playing Exercises Inspired by Hip Hop Narratives
 - *Reflective Analysis: Research Methodology vs. Research Design Discussion*

Week 4

- Theme: Sampling & Data Collection
 - Activity: Sampling in Hip Hop music and Comparative Analysis
 - Understanding two different cultural expressions using research methods & research methodology

Week 5

- Theme: Writing the methodology
 - *Chapter Analysis: Groove Music (Ch.3-4)*

Week 6

- Theme: The origin and history of Hip Hop
 - *Activity: Exploring changes within Hip Hop culture*
 - *Activity: Role Playing exercises inspired by Hip Hop Narratives*

Week 7

- Theme: The 4 main elements of Hip Hop
 - Understanding Hip Hop as culture
 - Activity: Understanding the Role of DJs in Hip Hop Culture (discussion post and presentation)
 - *Chapter Analysis: Groove Music (Ch. 5-6)*
 - *Artistry Analysis: Exploring the Four Main Elements of Hip Hop*

Week 8

- *Midterm Project*

Week 9

- Theme: What is Digging in the crates in relation to research?
 - A Tribe Called Quest
 - *Chapter Analysis: Groove Music (Ch. 7-8)*

Week 10

- Theme: Digging in the crates as archival research
 - Consider how hip hop samples and compare this to your research

- *Digging in the Crates Analysis*

Week 11

- Theme: Let's Dig in the Crates!
 - Field Trip to the Vinyl Record Store (Digging In The Crates Case Studies/Listening Party)
 - You try it: Digging in the Crates
 - *Artistry Analysis: Digging in the Crates Case Studies*

Week 12

- Theme: Playing Records and Beat Making
 - Experiment with Beat making workshop
 - *Artistry Analysis: Music Production Workshop Reflection*

Week 13

- Theme: Apply the Digging in the crates concept to your own research
 - *Artistry Analysis: Discussion Forum – Theoretical Paradigms and Interdisciplinary Research*

Week 14

- Theme: Research Methodology & Digging in the crates
 - *Reflective Analysis: Journal Entry – Self-Assessment*
 - *Artistry Analysis: Reflection Essays*

Week 15

- *Final Project – Presentation of Research Projects*

***This schedule may be changed, but it is a guideline of the semester

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions. <u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas. <u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts. <u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others. Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom. Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

	<i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	

	<i>Program Learning Goals</i>		
	Goal A: Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African World and Black Diaspora.	Goal B: Identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African-descended peoples.	Goal C: Implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.
<i>Core Courses</i>			
2201	Beginning	Intermediate	
3310	Intermediate	Intermediate	
3440	Intermediate	Advanced	Beginning
4921	Intermediate	Advanced	Intermediate
<i>Elective Courses</i>			
2000-Level (<i>Max of 3 courses</i>)	Beginning	Beginning	Beginning
3000- Level (<i>Max of 3 courses</i>)	Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate
4000-Level	Advanced	Advanced	Advanced
5000-Level	Advanced	Advanced	Advanced