

Term Information

Effective Term Autumn 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	3770
Course Title	Black Lives Matter & Post-Ferguson America
Transcript Abbreviation	BlckLvsMtrrAmerica
Course Description	This course examines the origins, evolutions, & preliminary outcomes of the Black Lives Matter Movement. It examines the history surrounding BLM — various waves of protest, public response, intra-BLM conflicts, relevant theories of Black feminism — & the cultural impact of BLM as a public symbol of racial progress across activism, film/tv, sports, electoral politics, pedagogy, art, & music.
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	No Prerequisites
Exclusions	None
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

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

Course Details

Course goals or learning objectives/outcomes

- Students will gain skills in reading different types of texts (academic essays, memoirs, news reports), and art/media (film/tv, street art, monuments) emerging in post-Ferguson U.S. culture.
- Over the course of the semester, students will produce multiple writing assignments (reading responses) which teach them to identify, evaluate, and synthesize arguments/themes emerging from these cultural artifacts.
- Students will gain basic fluency in Black cultural studies and intersectional Black feminism as theoretical frameworks for exploring conceptions of power and identity (e.g., race, ethnicity, gender, sexuality, class).
- In addition to gaining knowledge of the Black Lives Matter Movement, students will produce an original research paper which applies course concepts to emerging discourses/movements in the contemporary American cultural landscape.

Content Topic List

- Black Lives Matter

- BLM

- Post-Ferguson America

- Civil Rights Movement

No

Sought Concurrence

Attachments

- AFAMST 3770 GE Proposal.pdf: GE Form

(Other Supporting Documentation. Owner: Beckham,Jerrell)

- CurriculumMap&ProgramLearningGoals_AAAS.docx: AAAS Curriculum Map

(Other Supporting Documentation. Owner: Beckham,Jerrell)

- AFAMST 3770 Athanaso Course Proposal Revised.docx: Updated Syllabus 1.26.26

(Syllabus. Owner: Beckham,Jerrell)

Comments

- Please see Subcommittee feedback email sent 11/19/25. *(by Neff,Jennifer on 11/19/2025 11:25 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham,Jerrell	10/13/2025 03:01 PM	Submitted for Approval
Approved	Dew,Spencer L	10/13/2025 03:53 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/13/2025 08:48 PM	College Approval
Revision Requested	Neff,Jennifer	11/19/2025 11:25 AM	ASCCAO Approval
Submitted	Beckham,Jerrell	01/26/2026 03:59 PM	Submitted for Approval
Approved	Dew,Spencer L	01/26/2026 04:13 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/26/2026 04:14 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	01/26/2026 04:14 PM	ASCCAO Approval

Course Proposal: AFAMST 3770 - Black Lives Matter & Post-Ferguson America

The following proposal describes the rationale for the inclusion of “AFAMST 3770 - Black Lives Matter & Post-Ferguson America.” Currently, the AAAS department offers course offering various historical eras and relevant political movements including AFAMST 2080, 2081, 3080, 3082, 3083, and 3110. These course cover African American political history from the Antebellum South to the Civil Rights and Black Power movements, with only one class (3110) covering the large historical period of 20th-21st century. Adding AFAMST 3770 to our curriculum would demonstrate our continued attention to developments in our cultural landscape and newly emerging conversations/theories within African American studies. The addition of AFAMST 3770 to our curriculum also reflects our current faculty expertise. We have multiple junior faculty who engage in cultural analysis of the contemporary era, and whose academic training occurred amidst the backdrop of BLM’s emergence/evolution. AAAS faculty have written award-winning essays and books which, in part, cover original analyses of BLM and the post-Ferguson era. Thus, there are multiple AAAS faculty who would be willing and able to teach this course.

The addition of AFAMST 3770 to our curriculum reflects current trends at R-1 institutions across the nation including Rutgers University, UW-Milwaukee, IU-Bloomington, University at Buffalo, and Princeton University. These courses are often housed in AAAS departments, but have also manifested in departments such as International Studies, Religion, Ethics, and Peace Studies, and American Studies. Many BLM-themed courses have existed across the nation since the birth of the movement in the mid-2010s, the movement now marks an important historical era of political organizing, and the movement has demonstrated continued cultural relevance in American culture for over a decade. These factors suggest not only the relevance, but the continued enrollment in courses such as AFAMST 3770. The attached GE Proposal similarly suggests that undergraduate students who are interested in, and require credits in, the areas of “Historical or Cultural Studies,” and “Race, Ethnicity, & Gender Diversity” may be served by the existence of this course. Thus, students in related fields such as Rhetoric, Writing & Literacy (English), Women, Gender, & Sexuality Studies, and the Center of Ethnic Studies would be likely candidates for enrollment. Ultimately, this addition of AFAMST 3770 would reflect on-going conversations in the field of AAAS, would parallel courses at other R-1 institutions, and would thematically strengthen the historical and cultural analysis offered by our undergraduate curriculum in our own department.

Revision Notes (01/26/2026)

Much gratitude to the Committee for their helpful comments for revision. The following changes have been made following the request made by the committee:

(1) Bibliography – A full bibliography has been included under the section “Required Texts.”

- Related Minor Adjustment – Two primary source readings (activist statements) were recently taken down (i.e. two statements by BLM10). However, there still exists an interview (with Black Liberation Media and secondary sources (*Black Iconoclasm*) which cite and reference those texts. Thus, a minor adjustment was made to the course readings.

(2) GE Foundations – The typo under the GE Foundations section has been corrected. Apologies.

- Related Committee Inquiry – While the committee is correct about the usual placement of 2000-courses with GE Foundations, the course has been positioned at the 3000-level for two reasons: (a) This is the first course in the curriculum which demands the application of these foundational theories into a contemporary and on-going Black freedom movement. Its higher placement thus reflects its higher rigor (b) This choice reflects similar upper-level placements on BLM-related courses in curriculums at other R-1 institutions.

(3) Discussion/Reading Response Topics – Per the committee’s requests, framings for weekly discussions and student reading responses have been interwoven throughout the course schedule.

AFAMST 3770 - Black Lives Matter & Post-Ferguson America
 The Ohio State University

3-credit hour seminar

[dates] [times] at [location]

Instructor:

E-Mail:

Mode of Delivery: In person

Office Location:

Office Hours: **[dates] [times]**

Course Location: TBD

Course Time: TBD

Course Description

This course examines the origins, evolutions, and preliminary outcomes of the Black Lives Matter Movement. It examines the history surrounding BLM — various waves of protest, public response, intra-BLM conflicts, relevant theories of Black feminism — and the cultural impact of BLM as a public symbol of racial progress across activism, film/tv, sports, electoral politics, pedagogy, art, and music. Beyond BLM, students will gain basic fluency in applying the theoretical tools of Black cultural studies and intersectional Black feminism to emerging phenomena within our ever-changing cultural landscape.

Course Objectives

(1) **Critical Reading & Writing Skills** – Students will gain skills in reading different types of texts (academic essays, memoirs, news reports), and art/media (film/tv, street art, monuments) emerging in post-Ferguson U.S. culture. Over the course of the semester, students will produce multiple writing assignments (reading responses) which teach them to identify, evaluate, and synthesize arguments/themes emerging from these cultural artifacts.

(2) **Theoretical Proficiency** – Students will gain basic fluency in Black cultural studies and intersectional Black feminism as theoretical frameworks for exploring conceptions of power and identity (e.g., race, ethnicity, gender, sexuality, class).

(3) **Conjunctural Analysis** – In addition to gaining knowledge of the Black Lives Matter Movement, students will produce an original research paper which applies course concepts to emerging discourses/movements in the contemporary American cultural landscape.

Required Texts

Charles Athanasopoulos. *Black Iconoclasm: Public Symbols, Racial Progress, and Post/Ferguson America* (Cham: Palgrave Macmillan, 2024).

Black Liberation Media (dir.). “The #BLM10 Speak: It’s Time for Accountability”. *YouTube*. February 10, 2021. Accessed January 26, 2026.
https://www.youtube.com/watch?v=if_IAZpFm7w.

Blonded (dir.). “Frank Ocean – Nikes”. *YouTube*. June 27, 2017. Accessed January 26, 2026. https://www.youtube.com/watch?v=diIFhc_Kzng.

Darrian Carroll, “F*ck Your Condolences: The Rhetoric of An Impossible Demand”. *Communication and Critical/Cultural Studies*. Vol. 20, Iss. 3. 2023. 343-357. <https://www.tandfonline.com/doi/abs/10.1080/14791420.2023.2241534>.

Elizabeth Jordie Davies. “The Uses and Reuses of Monuments in the Black Lives Matter Era”. *Ethnic and Racial Studies*. Vol. 48, Iss. 13. 2025. 2559-2583. <https://www.tandfonline.com/doi/full/10.1080/01419870.2024.2356872>.

Dylan Kai Dempsey. “Sorry to Bother You Review”. *IONCINEMA*. July 5, 2018. Accessed January 26, 2026. <https://www.ioncinema.com/reviews/sorry-to-bother-you-boots-riley-review>.

Nicole Fleetwood. *On Racial Icons: Blackness and the Public Imagination* (New Brunswick: Rutgers University Press, 2015).

Alicia Garza, “A Herstory of the #BlackLivesMatter Movement”. *Feminist Wire*. October 7, 2014. Accessed January 26, 2026. <https://thefeministwire.com/2014/10/blacklivesmatter-2/>.

Alicia Garza. *The Purpose of Power: How We Come Together When We Fall Apart* (New York: One World, 2020).

Stuart Hall. “What Is This “Black” in Black Popular Culture?”. *Social Justice*. Vol. 20, No. 1/2. 1993. 104-114. <https://www-jstor-org.proxy.lib.ohio-state.edu/stable/29766735?seq=1>.

HBO (dir.). “Odell Beckham Jr. on Being in the Spotlight’ Official Clip | The Shop | HBO”. *YouTube*. August 29, 2018. Accessed January 26, 2026. <https://www.youtube.com/watch?v=VRAsN49n8X0>.

Lindsay Holst. “President Obama Delivers a Statement on the Ferguson Grand Jury’s Decision”. *The White House*. November 24, 2014. Accessed January 26, 2026. <https://obamawhitehouse.archives.gov/blog/2014/11/24/president-obama-delivers-statement-ferguson-grand-jurys-decision>.

Odie Henderson, “Judas and the Black Messiah.” *Rogerebert.com*. February 12, 2021. Accessed January 26, 2026. <https://www.rogerebert.com/reviews/judas-and-the-black-messiah-film-review>.

The Sense is not Sensing (dir.). “Laury Hill - Black Rage”. *YouTube*. August 22, 2014. Accessed January 26, 2026. https://www.youtube.com/watch?v=l_sdubWaY5o&list=RD1_sdubWaY5o&start_radio=1.

Jeanelle K. Hope, "Protesting on Screen Black Protest Films in the Era of #BlackLivesMatter". *Black Camera*. Vol. 14, Num. 23. 2023. 92-120. <https://dx.doi.org/10.2979/blackcamera.14.2.07>.

Shaka King (dir.). *Judas and the Black Messiah* (Warner Bros Pictures, 2021).

Kendrick Lamar (dir.). "Kendrick Lamar - Alright (Official Music Video)". June 30, 2015. Accessed January 26, 2026. https://www.youtube.com/watch?v=Z-48u_uWMHY.

Kendrick Lamar (dir.). "Institutionalized". *YouTube*. December 12, 2018. Accessed January 26, 2026. https://www.youtube.com/watch?v=7L1POXocFIQ&list=RD7L1POXocFIQ&start_radio=1.

Louis M. Maraj. "#BlackLivesMatter". In *The Routledge History of Police Brutality in America*, ed. Thomas Aiello (New York: Routledge, 2023). 436-447.

Soraya Nadia McDonald. "Naomi Osaka Made Sure Black Lives Mattered at the US Open". *Andscape.com*. September 12, 2020. Accessed January 26, 2026. <https://andscape.com/features/naomi-osaka-made-sure-black-lives-mattered-at-the-us-open/>.

Ronald B. Neal, "Savior of the Race: The Messianic Burdens of Black Masculinity". *Exchange*, Vol. 42, Iss. 1. 2013. 51-67. <https://doi.org/10.1163/1572543X-12341250>.

Office of the Press Secretary. "Remarks by the President on Trayvon Martin". *The White House*. July 19, 2013. Accessed January 26, 2026. <https://obamawhitehouse.archives.gov/the-press-office/2013/07/19/remarks-PRESIDENT-TRAYVON-MARTIN>.

Project Launch TV (dir.). "J. Cole performs "Be Free" live on David Letterman". *YouTube*. December 13, 2014. Accessed January 26, 2026. https://www.youtube.com/watch?v=qQZc8SH6EFk&list=RDqQZc8SH6EFk&start_radio=1.

Barbara Ransby. *Making All Black Lives Matter: Reimagining Freedom in the 21st Century* (Oakland: University of California Press, 2018).

Boots Riley (dir.), *Sorry to Bother You*. 2018 (United States and Canada: Annapurna Pictures).

Walls of Justice. "Black Lives Matter (BLM) Street Art Gallery". *Wallofjustice.com*. No Date. Accessed January 26, 2026. <https://www.wallofjustice.com/black-lives-matter-gallery>.

Kehinde Wiley. "Iconic" (Exhibitions). *Kehindewiley.com*. March 5-9, 2014. Accessed January 26, 2026. <https://kehindewiley.com/exhibitions/iconic/>.

Proposed GE Foundations

- (1) GE Foundations: Historical or Cultural Studies
- (2) GE Foundations: Race, Ethnicity, & Gender Diversity

Historical or Cultural Studies Expected Learning Outcomes (ELOs)

1. Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.
 - 1.1. Analyze and interpret selected major forms of human thought, culture, ideas, or expression.
 - 1.2. 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.
 - 1.3. 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.
 - 1.4. Evaluate social and ethical implications in cultural studies.

GE Rationale: The course covers the historical birth of the Black Lives Matter movement, its evolution, and its impact on the American cultural landscape in the post-Ferguson era. It is thus foundational to understanding one of our most recent historical eras, and is foundational to studying emerging conversations about Black popular culture and Black cultural studies.

Race, Ethnicity, and Gender Diversity Expected Learning Outcomes (ELOs)

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.

GE Rationale: This course covers contemporary discourses of race, ethnicity, gender, class, and sexuality as it pertains to the emergence of the Black Lives Matter movement. In analyzing BLM, students will need to engage Black feminist theories of intersectionality, relevant theories of Black cultural analysis, and histories of Black political organizing. Taken together, these theories/histories will allow students to reflect on the relationship between power and identity across multiple axes. Further, the study of BLM is foundational for understanding contemporary conversations about power and identity given its historical and current importance to the American cultural landscape.

Course Assignments

-Attendance/Participation (20%): Students are expected to regularly attend class. Students are allotted two excused absences. If a student regularly fails to be present (five or more absences), they will receive an failing grade. In addition to being present, students are also expected to regularly take notes, actively participate in classroom discussions, and actively participate in classroom exercises.

-Seven Bi-Weekly 2-3-page Reading Responses (30%): Students will produce 2-3-page reading responses which identify, evaluate, and synthesize the major arguments/themes emerging from recent readings in the course. In this way, students will practice the skill of conducting literature reviews before producing an argumentative essay.

-Final Paper Topic & Bibliography (20%): In preparation for their final essay, students will briefly introduce their chosen topic in 500-1k words. In that space, students should articulate (1) a primary source, (2) course concepts they will utilize and (3) gather ten peer-reviewed sources concerning their topic.

-Final Essay (30%): Students will produce a final 8–10-page (double-spaced) essay engaging post-Ferguson literature. Students may choose to pursue a research essay which engages in a cultural analysis of a primary source from the contemporary post-Ferguson era.

Course Schedule

Week 1: Black Cultural Studies & A Herstory of BLM

In week 1, Students will be introduced to Black cultural studies theory and will delve into BLM's origins during the Obama Presidency & will consider Garza's critique of the traditional charismatic masculine leader-centered structure of many civil rights organizing models.

- Stuart Hall, “What Is This “Black” in Black Popular Culture?”
- Alicia Garza, “A Herstory of the #BlackLivesMatter Movement”
- Office of the Press Secretary, “Remarks by the President on Trayvon Martin”

Week 2: Black Cultural Studies & A Herstory of BLM

In weeks 2-6, Ransby offers further historical and theoretical context for the influence of mid-20th century Black feminists on the BLM movement and organizational structure. Students are further introduced to Black visual theory (Fleetwood), engage popular BLM-related music, and the particular cases of Trayvon Martin, Michael Brown, and Eric Garner.

- Nicole Fleetwood, *On Racial Icons* (Intro & CH 1)
- Barbara Ransby, *Making All Black Lives Matter* (Introduction)
- Blonded (dir.), “Frank Ocean – Nikes”
- Bi-Weekly Reading Response #1 Due

In Response 1, students will focus on the ethical implications of the demand for a world where “Black lives matter.” What implications does this demand hold for histories of racial violence, for activist organizing models, and for various sectors of American society (e.g., policing, prisons, sexual violence, healthcare, immigration)?

Week 3: Trayvon & Racial Icons

Students will continue close readings of Fleetwood and Ransby, the death of Trayvon Martin, and further consider popular culture reverberations of the BLM movement. Students will also consider the status of President Barack Obama as a “racial icon” (public symbol of racial progress).

- Nicole Fleetwood, *On Racial Icons* (CH 2)
- Barbara Ransby, *Making All Black Lives Matter* (CH 1)
- Project Launch TV (dir.), “J. Cole performs “Be Free” live on David Letterman”

Week 4: Trayvon & Racial Icons

Students will continue close readings of Ransby, the death of Trayvon Martin, and further consider popular culture reverberations of the BLM movement. Particularly, Lamar, building on Cole, continues a popular culture conversation with the idea of a “Black Presidency”.

- Barbara Ransby, *Making All Black Lives Matter* (CH 2)
- Kendrick Lamar (dir.), “Institutionalized”
- Bi-Weekly Reading Response #2 Due

In Response 2, students will focus on the ethical implications of BLM's demands in relation to the Obama administration. Begin to evaluate the ethical implications of representations of Trayvon Martin, George Zimmerman, President Obama, and protesters in popular culture. Evaluate the trajectories emerging surrounding the various Black organizations discussed in the assigned material.

Week 5: Ferguson 2014

Students will continue close readings of Ransby, the death of Michael Brown, and further consider popular culture reverberations of the BLM movement. The tensions between the Obama administration and BLM activists further emerge. Lamar's *Alright* emerges as an anthem for BLM activists during protests.

- Barbara Ransby, *Making All Black Lives Matter* (CH 3)
- Barack Obama, "President Obama Delivers a Statement on the Ferguson Grand Jury's Decision"
- Kendrick Lamar (dir.), "Kendrick Lamar - Alright (Official Music Video)"

Week 6: Ferguson 2014 -> NYC 2014 & Baltimore 2015

Students will continue close readings of Ransby, the respective deaths of Eric Garner and Freddie Gray, and further consider popular culture reverberations of the BLM movement. Students will consider how BLM not only became an organization but then subsequently achieved a national reach.

- Barbara Ransby, *Making All Black Lives Matter* (CH 4)
- Darrian Carroll, "F*ck Your Condolences: The Rhetoric of An Impossible Demand"
- The Sense is not Sensing (dir.), "Lauryn Hill - Black Rage"
- Bi-Weekly Reading Response #3 Due

In Response 3, students will evaluate the evolution of the Black Lives Matter movement from a hashtag after the Martin case in 2013 to a national organization. What tensions emerge within BLM activists? Students will also evaluate the disputes in legal and media representations of what occurred on the respective days when Trayvon Martin, Eric Garner, and Michael Brown died. What disputes emerge over contested "facts" or "reasonable perceptions of threat/danger"? What disputes emerge over organizing tactics/political trajectories in response?

Week 7: Post/Ferguson American Sports

Moving beyond direct studies of legal cases and surrounding protests, students will further engage theories of Black visual culture via Fleetwood through case studies of LeBron James and Serena Williams.

- Nicole Fleetwood, *On Racial Icons* (CH 4)
- Soraya Nadia McDonald, "Naomi Osaka Made Sure Black Lives Mattered at the US Open"
- HBO, "Odell Beckham Jr. on Being in the Spotlight' Official Clip | The Shop | HBO"

Week 8: Post/Ferguson American Film

Moving beyond direct studies of legal cases and surrounding protests, students will engage histories/theories of Black cinema studies while digging into a Black-directed post-Ferguson film alongside popular and academic reviews of the film.

- Boots Riley (dir.), *Sorry to Bother You*.
- Dylan Kai Dempsey, “Sorry to Bother You Review”
- Jeanelle K. Hope, “Protesting on Screen Black Protest Films in the Era of #BlackLivesMatter”
- Bi-Weekly Reading Response #4 Due

In Response 4, students will reflect on the reverberations of Black Lives Matter across various arenas of popular culture (e.g., film, television, sports). Students will further compare/contrast the different representations and ideological messages which emerge through the popular embracement of BLM. Students will practice the skills of media analysis in this reflection (narrative, context, semiotics, mis-en-scene).

Week 9: Post/Ferguson American Film

Students will engage film *Judas and the Black Messiah* as a means of considering mediatic comparisons between the Black Power era and the current post-Ferguson era. Part of this will require thinking the resonances and divergences related to policing and surveillance, BLM and the Black Panther Party, and Black women's agency/role within these two movements/eras.

- Shaka King (dir.), *Judas and the Black Messiah*
- Odie Henderson, “Judas and the Black Messiah”
- Ronald B. Neal, “Savior of the Race: The Messianic Burdens of Black Masculinity”

Week 10: BLM 2020 & BLM Street Art

- Louis M. Maraj, “#BlackLivesMatter”
- Walls of Justice, [BLM Murals & Street Art](#)
- Elizabeth Jordie Davies, “The Uses and Reuses of Monuments in the Black Lives Matter Era”
- Bi-Weekly Reading Response #5 Due

In Response 5, students will reflect on the evolution of BLM from 2016-2020, and one of the following: either (1) comparisons between the Black Power and post-Ferguson eras or (2) the role of art within the BLM movement (e.g., art creation and monument destruction/challenges).

Week 11: Final Paper Workshop

Students will arrive to class with their paper topic/bibliography, conduct a peer review workshop in groups of 4, and a produce final self-reflection on the workshop before leaving the class.

- Paper Topic & Bib Due; Peer Review workshop

Week 12: Backlash & Intra-BLM Conflicts

In Week 12-14, students will further consider the various responses to BLM across republican, democrat, and intra-BLM factions which the movement has had to negotiate in its evolution.

- Barbara Ransby, *Making All Black Lives Matter* (CH. 5 & 6)
- Bi-Weekly Reading Response #6 Due

In Response 6, students will practice situating the context of their chosen object of analysis. Meaning, as Ransby does in CH. 5 & 6, students should attempt to brainstorm and chart out related histories and theories necessary to understand the particular political organization, text, film, etc. they have chosen to analyze in their final paper.

Week 13: Backlash & Intra-BLM Conflicts

In weeks 13 and 14, Students will consider the ethical implications of the critiques waged against BLM Global Network by local BLM chapters and intra-Black feminist critiques of intersectionality theory (week 14).

- Alicia Garza, *The Purpose of Power* (CH 17 & 18)
- Black Liberation Media (dir.), “The #BLM10 Speak: It’s Time for Accountability”

Week 14: Backlash & Intra-BLM Conflicts

- Kehinde Wiley, ICONIC Series
- Charles Athanasopoulos, *Black Iconoclasm* (Prologue & CH 1)
- Bi-Weekly Reading Response #7 Due

In Response 7, students will consider the conflicting ideas or interpretations that may emerge surrounding their chosen object of analysis. What ethical implications emerge around ideas of Black freedom and organizing in the context of the students' political organization, text, film, etc.? How has the student-as-author has to wrestle with their own notions of freedom through their engagement with the post-Ferguson era?

Week 15: Semester Wrap-Up & Final Paper Workshop

Students will arrive to class with an outline at a minimum, conduct a peer review workshop in groups of 4, and a produce final self-reflection on the workshop before leaving the class.

- Semester Wrap-up
- Peer Review Workshop

Final Essay Due During Exam Week.

Course & University Policies / Resources

Grading Scale

Letter Grade	Points
A	93–100
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	73–76
C-	70–72
D+	67–69
D	60–66
E	Below 60

(*Note: there is no D-, E+, or A+)

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

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.

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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](#)

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.

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.

Counseling and Consultation Services/Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. 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.

OSU Writing Center

The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. The OSU Writing Center's consultants are trained to listen to you and to work with you to identify your writing style, a particular assignment's or project's expectations, and to give you specific advice or writing tools. You can expect us to be compassionate, understanding, and eagerly committed to figuring out how to talk about your writing in a way that works for you.

<https://cstw.osu.edu/make-writing-center-appointment>

GE Foundation Courses

Overview

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

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

Accessibility

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

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

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

A. Foundations

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

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

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals of Historical or Cultural Studies

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

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

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

Course Subject & Number: _____

A. Foundations

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

B. Specific Goals of Writing and Information Literacy

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

A. Foundations

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

B. Specific Goals

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

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

Course Subject & Number: _____

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

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

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

GE Rationale: Foundations: Natural Science (4 credits)

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

A. Foundations

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

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

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

Course Subject & Number: _____

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

Course Subject & Number: _____

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

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

A. Foundations

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

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

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

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

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.

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

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

Course Subject & Number: _____

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

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

Program Learning Goals			
	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.
Core Courses			
2201	Beginning	Intermediate	
3310	Intermediate	Intermediate	
3440	Intermediate	Advanced	Beginning
4921	Intermediate	Advanced	Intermediate
Elective Courses			
2000-Level (Max of 3 courses)	Beginning	Beginning	Beginning
3000- Level (Max of 3 courses)	Beginning/Intermediate	Beginning/Intermediate	Beginning/Intermediate
4000-Level	Advanced	Advanced	Advanced
5000-Level	Advanced	Advanced	Advanced