

From: [Smith, Randy](#)
To: [Dew, Spencer](#)
Cc: [Sutherland, Sue](#); [Nelson, Thomas](#); [Smith, Randy](#); [Griffiths, Rob](#); [Reed, Katie](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Vankeerbergen, Bernadette](#); [Martin, Andrew](#); [Rucker-Chang, Sunnie](#); [Renga, Dana](#)
Subject: Proposal to revise the African American and African Studies major
Date: Friday, May 29, 2026 3:53:13 PM
Attachments: [image001.png](#)

Spencer:

The proposal from the Department of African American and African Studies to revise the African American and African studies major leading to the Bachelor of Arts was approved by the Council on Academic Affairs at its meeting on May 28, 2026. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2026).

The Office of the University Registrar will work with you on any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Sue Sutherland (.43), or me.

I wish you success with this important program development.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

University Square South, 15 E. 15th Avenue, Columbus, OH 43201

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Assisted by:

Katie Reed

Executive Assistant

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From: [Vankeerbergen, Bernadette](#)
To: [Smith, Randy](#); [Reed, Katie](#)
Cc: [Martin, Andrew](#); [Nagar, Ila](#); [Steele, Rachel](#); [Jenkins, Mary Ellen](#)
Subject: FW: Revision to the African American and African Studies BA
Date: Thursday, April 30, 2026 4:49:12 PM
Attachments: [image001.png](#)
[African American and African Studies Major Informational Item 04-17-2026.pdf](#)

Dear Randy and Katie,

To accompany the revision to the African American and African Studies BA that was advanced to you on April 9, 2026, I am attaching here revised program goals and learning outcomes as well as a revised assessment plan for that major.

Professor Ila Nagar, Chair of ASCC, shared the proposed changes as an informational item at the ASC Curriculum Committee meeting on Friday, April 24, 2026.

Please feel free to either share this proposal as an informational item at an upcoming CAA meeting **or** you might prefer adding it to the proposed revision to the major that was sent to you on April 9. Indeed, the new document is broadly speaking part of the revision to that major.

Please let me know if you have any questions.

Best regards,
Bernadette



THE OHIO STATE UNIVERSITY

Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

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Columbus, OH 43210

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From: Vankeerbergen, Bernadette
Sent: Thursday, April 9, 2026 4:05 PM
To: Smith, Randy <smith.70@osu.edu>; Reed, Katie <reed.901@osu.edu>
Cc: Martin, Andrew <martin.1026@osu.edu>; Nagar, Ila <nagar.5@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Jenkins, Mary Ellen <jenkins.196@osu.edu>; Staley, David <staley.3@osu.edu>
Subject: Revision to the African American and African Studies BA

Dear Randy and Katie,

Please find attached a proposal to revise the African American and African Studies BA. The ASC

Curriculum Committee (ASCC) approved the revision on Friday, March 27, 2026.

We are now advancing the proposal for review by CAA. The attached documents are: (1) the actual proposal, (2) the updated curriculum map, and (3) the Arts and Humanities Subcommittee 2 cover letter to ASCC .

Please use this email as a cover letter indicating that the proposal has been duly reviewed and approved by the appropriate ASC curricular bodies (including the full ASC Curriculum Committee).

Please let me know if you have any questions.

Best regards,
Bernadette



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April 16, 2026

Dear Members of the ASC Curriculum Committee:

As part of the broader revisions to the African American and Africans studies major requirements that were proposed this semester and approved by the ASC Curriculum Committee on March 27th, I am submitting revisions to the AAAS assessment protocol. These revisions were designed in consultation with Dan Seward, the ASC Assessment Coordinator, and we plan for them to be implemented starting in the fall of 2026 when the revised major is planned to go into effect.

The changes proposed are as follows: While our current assessment protocol mentions only three goals, the current protocol breaks those goals down into more nuanced learning outcomes. We have also added a fourth goal, paired with the Community Engagement requirement that is part of the new AAAS major.

To implement these goals and learning outcomes, the department had developed a new major assessment plan, attached, along with a detailed description of the PLOs, a rubric to be used to rank artifacts collected from courses, and a sample of exit survey questions.

Our assessment plan involves the collection of final artifacts from AAAS majors in select courses. These artifacts will be collected from all 3000- or 4000- or higher courses or Community Engagement courses, depending on the goal, as per the chart. These artifacts (which will be final papers, projects, or examination essays) will then be ranked via the attached outcomes-aligned rubric. What this selection of artifacts allows us to do, as a department with a relatively small number of majors, is collect samples of work from our majors across the curriculum. The department plans to work closely with the ASC Assessment Coordinator to pull data such that we can achieve a representative sample of recent graduates on a subset of PLOs. Our aim is for direct assessments to occur annually, rotating through all goals every three years. When first implemented, we plan to pool data from year to year, reporting only after there is enough data to do so confidentially. Per semester, we offer an average of 12 3000- and higher courses, giving us a range of courses from which to draw data. In addition, once AAAS's forthcoming Critical AI course is in rotation (beginning 26-27 academic year, hopefully) this required course for all majors will also provide a consistent source of

data.

A similar outcomes-aligned rubric questionnaire for community project supervisors will be prepared as the GOAL 4 assessment approaches.

Also attached here are sample questions for the IRP-administrated graduate student survey, through which we also hope to collect data from our graduating majors.

The ASC Assessment Coordinator has urged us to form a designated assessment committee for the ranking of artifacts, and this plan will be discussed with the faculty in the fall.

As Director of Undergraduate Studies, I am eager for AAAS to implement a more robust assessment protocol in general and, more specifically, for this assessment protocol to match the expanded goals of our revised major. I am happy to answer any questions or provide any material requested by the committee, and I thank you all in advance for your time and consideration.

Yours,

A handwritten signature in black ink, appearing to read 'Spencer Dew', with a long horizontal flourish extending to the right.

Spencer Dew

Associate Teaching Professor, Comparative Studies and African American and African Studies
Director of Undergraduate Studies, African American and African Studies
Associate Director of Undergraduate Studies, Comparative Studies
The Ohio State University
Dew.50@osu.edu / 7732909401

Current goals for the African American and African major

Program Learning Goals

African American and African Studies (AAAS)

Goal A: Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African World.

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.

Program Learning Outcomes

African and African American Studies

Goal 1. Cultures and Histories: Understand the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African and Black Diaspora.

Students will . . .

- a. **Cultures:** Identify and explain discrete cultural products, practices, and beliefs linked to distinct contexts within Africa and the global African Diaspora.
- b. **Exchanges:** Explain the conditions of and interconnections between cultural and socio-political features of various historical formations of African and African-descended peoples globally.
- c. **Transformations:** Trace transformations and innovations of cultural products, practices, and beliefs across the arc of African and African Diasporic history.

Goal 2. Intersectional Analysis: Learn to 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. *Students will . . .*

- a. **Intersectional Perspectives:** Identify and explain, in specific historical and social context, the value of an intersectional perspective on analysis.
- b. **Intersectional Data:** Explain how intersectional perspectives are represented in various forms of data, including statistics, descriptive texts, and technological interfaces. [EL-D,T]
- c. **Intersectional Critiques:** Advance systemic, culture-wide critiques rooted in intersectionality, with nuanced attention to different modalities of identity and their locations within a broader society.

Goal 3. Interdisciplinary Research: Acquire and hone interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service. *Students will . . .*

- a. **Interdisciplinary Approaches to Knowledge:** Explain and critique Black Studies/Study methodology, with an emphasis on its historical development and applications and contemporary relevance to public service and/or the study of the humanities. [EL-D,T]
- b. **Research:** Gain robust skills at specific research methodologies such as archival interrogation, critical close reading, ethnography, and/or the pursuit of creative and performative modes of knowledge-making as also means of inquiry and analysis.
- c. **Professional Presentation:** Communicate findings in a manner appropriate both for the research methods used and for the professional or scholarly audience addressed. [EL-AW]

Goal 4. Community Engagement: Appreciate and experience community-engaged and public-facing intellectual work. *Students will . . .*

- a. **Community Education:** Gain firsthand knowledge of political, social, and financial aspects of issues affecting local communities.
- b. **Public Policy:** Gain familiarity with and be able to explain in various registers specific issues of policies, historical and contemporary, affecting local communities.
- c. **Educational Outreach:** Educate public audiences about cultural, socio-political, and intersectional factors of African and African Diasporic history and contemporary communities. [EL-AW]
- d. **Practical Experience:** Gain practical exposure to and experience at logistical, managerial, and budgetary work, from grant-writing to event coordination, in the context of community engagement.

AAAS Assessment Plan

Over the past five years, we have graduated eleven majors in 2020-21, nine in 21-22, another nine in 22-23, thirteen in 23-24, and six in 24-25. With that relatively low number of majors, we will work closely with the ASC Assessment Coordinator to pull data such that we can achieve a representative sample of recent graduates on a subset of PLOs. Our aim is for direct assessments to occur annually, rotating through all goals every three years. When first implemented, we plan to pool data from year to year, reporting only after there is enough data to do so confidentially. Per semester, we offer an average of 12 3000- and higher courses, giving us a range of courses from which to draw data. Once the Critical AI course is in rotation (beginning 26-27 academic year, hopefully) this will also provide a consistent source of data, as it will be required of all majors.

We will, as a department, work closely with the instructor of this course to make assignments that will be of use to program assessment.

A sample outcomes-aligned rubric is attached, as are some questions for the IRP-administrated graduate student survey. An outcomes-aligned rubric questionnaire for community project supervisors will be prepared as the GOAL 4 assessment approaches.

We understand that assessment details are always tentative, evolving as they are used. This type of assessment is a fairly new process for our department. The faculty will receive a full presentation and discuss this protocol in the fall, and there may be slight modifications as a result.

A goal is met when 70% of students achieve 2 on 4-point measure, or 3 on a 5-point measure.

Program Goals and Learning Outcomes	Data Sources and Format of Data	Methods	Reporting Schedule
Goal 1. Cultures and Histories: Understand the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African and Black Diaspora.	<ul style="list-style-type: none"> - Final artifacts will be collected from AAAS majors in all 3000- and higher level courses. These might include research papers, audiovisual final projects, and/or final exam essays. - Students will answer outcomes-aligned questions on their OSU-Grad surveys 	<ul style="list-style-type: none"> - Direct: Members of the UGS committee will apply an outcomes-aligned evaluative rubric to a sample of artifacts. - Indirect: Yearly, graduates will assess their own understanding of African and Black Diaspora, using 5-point scale. 	Artifact and survey collection will be ongoing, with scoring and reporting happening in Year 1
Goal 2. Intersectional Analysis: Learn to identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives	<ul style="list-style-type: none"> - Final artifacts will be collected from AAAS majors in all AAAS 4000- and higher level courses. These might include research papers, audiovisual final projects, and/or final exam essays. 	<ul style="list-style-type: none"> - Direct: Members of the UGS committee will apply an outcomes-aligned evaluative rubric to a sample of artifacts (final papers, audiovisual projects, and/or final exam essays) from all 4000- and higher courses offered during the academic year. - Indirect: Yearly, graduates will assess their own understanding and application 	Artifact and survey collection will be ongoing, with scoring and reporting happening in Year 3

<p>of African and African--descended peoples</p>	<p>- Students will answer outcomes-aligned questions on their OSU-Grad surveys</p>	<p>of intersectional analysis, using 5-point scale.</p>	
<p>Goal 3. Interdisciplinary Research: Acquire and hone interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.</p>	<p>- Final research papers will be gathered for AAAS majors in all AAAS 4000-and higher courses. These might include research papers, audiovisual final projects, and/or final exam essays.</p> <p>- Students will answer outcomes-aligned questions on their OSU-Grad surveys</p>	<p>- Direct: Members of the UGS committee will apply an outcomes-aligned rubric to a sample of artifacts (final papers, audiovisual projects, and/or final exam essays) from all 4000- and higher courses offered during the academic year.</p> <p>- Indirect: Yearly, graduates will assess their own understanding and application of interdisciplinary research methods, using 5-point scale.</p>	<p>Artifact and survey collection will be ongoing, with scoring and reporting happening in Year 2</p>
<p>Goal 4. Community Engagement: Appreciate and experience community-engaged and public-facing intellectual work.</p>	<p>- Final projects gathered for all AAAS majors in Community Engagement courses from those courses' Community Engagement liaisons or supervisors/instructors offer summary reflections on the student's accomplishments.</p> <p>- Students answer outcomes-aligned questions after course</p>	<p>- Direct: Community-Engagement liaisons or supervisors/instructors score student project work as part of a final report on the year's Community Engagement courses.</p> <p>- Indirect: Yearly, graduates will assess their own understanding and application of interdisciplinary research methods, using 5-point scale.</p>	<p>Scoring collection will be ongoing, with scoring and reporting happening in Year 3</p>

Major Research Paper Scoring Rubric for PLO Assessment in the African and African American Studies BA

The following table provides a rubric for evaluating an advanced undergraduate research paper according to the official program goals and learning outcomes (PLOs) for the African and African American Studies program. The far-left column lists PLOs, grouped under program goals. The cells within each row identify specific qualities of student work (i.e., the criteria) that represent four levels of achievement.

GOALS AND OUTCOMES				
The student will . . .				
	1 = UNDEVELOPED	2 = DEVELOPED	3 = PROFICIENT	4 = OUTSTANDING
Goal 1. Cultures and Histories: Understand the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African and Black Diaspora.				
1.a. Cultures. Identify and explain discrete cultural products, practices, and beliefs linked to distinct contexts within Africa and the global African Diaspora.	The paper does not sufficiently identify and explain cultural products, practices, and beliefs linked to African cultures and the global African Diaspora.	The paper identifies and explains cultural products, practices, and beliefs linked to African cultures and the global African Diaspora.	The paper distinguishes cultural products, practices, and beliefs in a manner demonstrating broad comprehension of African cultures and the global African Diaspora.	Beyond demonstrating proficiency in treating African cultures and the African Diaspora, the paper recounts their distinctive features with exceptional detail.
1.b. Exchanges. Explain the conditions of and interconnections between cultural and socio-political features of various historical formations of African and African-descended peoples globally.	The paper does not sufficiently explain the cultural and socio-political contexts relevant to the research topic.	The paper identifies and explains some key features of and interconnections among the cultural and socio-political contexts relevant to the research topic.	The paper identifies and explains the most significant features of and interconnections among the cultural and socio-political contexts relevant to the topic.	Beyond proficiently treating cultural and socio-cultural contexts, the paper reveals often overlooked interconnections.
1.c. Transformations. Trace transformations and innovations of cultural products, practices, and beliefs across the arc of African and African Diasporic history.	The paper does not sufficiently or accurately identify and explain historical transformations and innovations of cultural phenomena relevant to the research topic.	The paper identifies and explains historical transformations and innovations of cultural phenomena relevant to the research topic.	The paper examines cultural transformations and innovations in a manner that traces the historical arc with notable detail or depth.	Beyond proficiently examining cultural transformations, the paper reveals how a full understanding of the research topic depends on tracing historical arcs.

Goal 2. Intersectional Analysis: Learn to 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

<p>2.a. Intersectional Perspectives: Identify and explain, in specific historical and social context, the value of an intersectional perspective on analysis.</p>	<p>The paper does not accurately identify and explain intersectional positions relevant to the research topic.</p>	<p>The paper accurately identifies and explains some, but not all, of the intersectional positions relevant to the research topic.</p>	<p>The paper accurately identifies and explains significant intersectional positions relevant to the research topic, showing how they shape distinctive perspectives</p>	<p>Beyond proficiently explaining significant perspectives relevant to the topic, the paper provides especially astute or complete explanations of intersectional perspectives.</p>
<p>2.b. Intersectional Data: Explain how intersectional perspectives are represented in various forms of data, including statistics, descriptive texts, and technological interfaces.</p>	<p>The paper does not sufficiently or accurately explain data about intersectional perspectives relevant to the research topic.</p>	<p>The paper accurately explains data about intersectional perspectives relevant to the research topic.</p>	<p>The paper accurately explains and evaluates data about intersectional perspectives relevant to the research topic.</p>	<p>Beyond proficiently explaining and evaluating intersectional data, the paper offers important critiques and qualifiers of its research applications.</p>
<p>2.c. Intersectional Critiques: Advance systemic, culture-wide critiques rooted in intersectionality, with nuanced attention to different modalities of identity and their locations within a broader society.</p>	<p>The paper does not sufficiently or accurately articulate intersectional critiques relevant to the research topic.</p>	<p>The paper articulates intersectional critiques relevant to the research topic, calling attention to different modalities of identity and their varied locations in society.</p>	<p>The paper presents relevant intersectional critiques in a manner articulating different modalities of identity in notably nuanced ways.</p>	<p>Beyond proficiently presenting intersectional critiques, the paper offers exceptional insights into the relationship between particular modalities of identity and social status.</p>

Goal 3. Interdisciplinary Research: Acquire and hone interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.

<p>3.a. Interdisciplinary Approaches to Knowledge. Explain and critique Black Studies/Study methodology, with an emphasis on its historical development and applications and contemporary relevance to public service and/or the study of the humanities.</p>	<p>The paper does not sufficiently or accurately articulate the nature and validity of the disciplinary perspectives chosen for examining the topic.</p>	<p>The paper explains and justifies the particular disciplinary perspectives chosen for examining the research topic.</p>	<p>The paper explains and justifies the particular disciplinary perspectives chosen for the paper in a manner that reveals the distinctive contributions of the interdisciplinary approach.</p>	<p>Beyond proficiently applying interdisciplinary perspectives, the paper uses them in notably creative or constructive ways.</p>
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<p>3.b. Research: Gain robust skills at specific research methodologies such as archival interrogation, critical close reading, ethnography, and/or the pursuit of creative and performative modes of knowledge-making as also means of inquiry and analysis.</p>	<p>The paper does not sufficiently justify or accurately apply appropriate research methodologies for examining the topic.</p>	<p>The paper applies and explains appropriate research methodologies for examining the topic.</p>	<p>The paper thoroughly implements and substantially justifies the choice of research methodologies for examining the topic.</p>	<p>Beyond proficiently applying appropriate research methodologies, the paper critiques, qualifies, or reconciles the results of research in interesting ways.</p>
<p>3.c. Professional Presentation: Communicate findings in a manner appropriate both for the research methods used and for the professional or scholarly audience addressed.</p>	<p>The paper does not exhibit the discursive conventions expected by the intended audience for the communication of research findings.</p>	<p>The paper exhibits discursive conventions appropriate for communicating research findings to the intended audience.</p>	<p>The paper exhibits the appropriate discursive conventions while also presenting complicated ideas and information with notable clarity.</p>	<p>Beyond proficiently presenting research findings to the intended audience, the paper exhibits extraordinarily engaging writing.</p>
<p>OVERALL</p>				
<p>Overall quality of the paper: How does this paper measure up to your vision of what a research paper by a graduating student in the program should look like?</p>	<p>This paper is undeveloped in one or more key areas or generally underdeveloped—such that this paper does not meet expectations.</p>	<p>The paper is sufficiently developed in each key area, even if many areas could be further developed—this paper meets minimal expectations.</p>	<p>The paper is especially well-developed in one or more key areas—this paper demonstrates notably proficient research.</p>	<p>The paper is notably proficient in all or most areas and indicative of advanced research abilities—this paper is exceptional.</p>

AAAS BA Assessment: Possible Exit Survey Questions

A subset of the following questions or variations of the following questions will be asked as part of the IRP-administered pre-graduation survey, which is sent to all graduating seniors.

Goal 1. Cultures and Histories.

Expectations—Breadth: On a scale of 1 – 5 (1 being “Well below expectations” and 5 being “Well beyond expectations”), rate how well the program’s lessons on the cultures and histories of Africa and the African Diaspora met your expectations in terms of breadth of coverage.

Expectations—Depth: On a scale of 1 – 5 (1 being “Well below expectations” and 5 being “Well beyond expectations”), rate how well the program’s lessons on cultures and histories of Africa and the African Diaspora met your expectations in terms of depth of treatment.

Goal 2. Intersectionality.

Applicability—Work: On a scale of 1 – 5 (1 being “Not useful” and 5 being “Very useful”), rate how valuable the program’s lessons on intersectionality will be for your professional fulfillment.

Applicability—Social: On a scale of 1 – 5 (1 being “Not useful” and 5 being “Very useful”), rate how valuable the program’s lessons on intersectionality will be for your social fulfillment.

Applicability—Personal: On a scale of 1 – 5 (1 being “Not useful” and 5 being “Very useful”), rate how valuable the program’s lessons on intersectionality contribute to your personal fulfillment.

Goal 3. Research Method.

Confidence: On a scale of 1 – 5 (1 being “Not confident” and 5 being “Very confident”), rate your confidence in conducting & communicating research related to your ideal career path.

Goal 4: Community Engagement:

Preparedness—Organization: On a scale of 1 – 5 (1 being “Not prepared” and 5 being “Very prepared”), rate how well the program’s lessons prepared you to engage in organizational work.

Preparedness—Public: On a scale of 1 – 5 (1 being “Not prepared” and 5 being “Very prepared”), rate how well the program’s lessons prepared you to address public audiences or engage in debates about public issues.

From: [Vankeerbergen, Bernadette](#)
To: [Smith, Randy](#); [Reed, Katie](#)
Cc: [Martin, Andrew](#); [Nagar, Ila](#); [Steele, Rachel](#); [Jenkins, Mary Ellen](#); [Staley, David](#)
Subject: Revision to the African American and African Studies BA
Date: Thursday, April 9, 2026 4:04:56 PM
Attachments: [Revision Bachelor of Arts African-American and African Studies 3-9-26.pdf](#)
[image001.png](#)
[African American and African Studies Curriculum Map for Revised Major 3-9-26.xlsx](#)
[Revision Bachelor of Arts AAAS Letter of Motion.pdf](#)

Dear Randy and Katie,

Please find attached a proposal to revise the African American and African Studies BA. The ASC Curriculum Committee (ASCC) approved the revision on Friday, March 27, 2026.

We are now advancing the proposal for review by CAA. The attached documents are: (1) the actual proposal, (2) the updated curriculum map, and (3) the Arts and Humanities Subcommittee 2 cover letter to ASCC .

Please use this email as a cover letter indicating that the proposal has been duly reviewed and approved by the appropriate ASC curricular bodies (including the full ASC Curriculum Committee).

Please let me know if you have any questions.

Best regards,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

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Columbus, OH 43210

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March 24, 2026

To the Arts and Sciences Curriculum Committee;

On Tuesday, February 17 2026 the Arts and Sciences Curriculum Committee's Arts and Humanities Subcommittee 2 reviewed and approved a proposal from the Department of African American and Africans Studies (AAAS) to make the following changes to their major requirements:

The current major requires students to take four specific courses:

- 2201: Major Readings in African American and African Studies
- 3310: Global Perspectives on the African Diaspora
- 3440: Theorizing Race and Ethnicity
- 4921: Intersections

in addition to six elective courses (at least three at the 4000-level and the rest at 2000- or above).

In light of multiple new faculty hires, AAAS would like to revise these requirements to focus on courses reflective of their department's strengths and to better train students in African Studies and Black Studies methodologies and content.

The proposed changes would lead to a major requiring four specific courses

- 2201: Major Readings in African American and African Studies,
- 3310: Global Perspectives on the African Diaspora, and
- 3260: Global Black Cultural Movements,
- a 4000-level Critical AI course in development as part of the Provost's AI fluency initiative.

Instead of 3440 and 4921, students will now take AAAS 3260, 3310, and 2201 (the latter two already part of the major) because these courses cover significant areas of both content and theory for African American and African Studies. In addition, this new array of required classes reflects the changing demographic of their faculty, and more directly aligns with the research expertise and teaching interests of their new hires.

In addition to these three required courses, students would then also be required to take a 3-hour Community Engagement Course.

Finally, five elective courses would be required, for a total of 15 additional hours. Of these five courses, 1 course (3 hours) will be at the 2000-level, and 2 courses (6 hours) will be at the 4000-level or above. The other 2 courses (6 hours total) may be at the 2000-, 3000-, 4000-, or 5000-level (at the student's discretion).

The total credit hours, 30, would remain the same as the current requirements.

The department will allow students who began their work at OSU before autumn of 2026 to continue with the previous major structure or choose between the previous and new major structure.

The Arts & Humanities Subcommittee 2 voted unanimously to approve the request with contingencies, which have subsequently been satisfied. The proposal is now advanced to the Arts and Sciences Curriculum Committee with a motion to approve.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Staley', with a long horizontal flourish extending to the right.

David J. Staley, PhD
Associate Professor
Chair, A&H Subcommittee 2

March 6, 2026

Dear Arts and Humanities Subcommittee 2 of the ASC Curriculum Committee:

Thank you so much for reviewing our proposal to revise the African American and African Studies Major on February 17th. In response to your letter following that meeting, we as a department have responded to the comments and contingencies, as detailed below:

- a. The first comment was that “The Subcommittee notes that the Critical AI course listed in the program requirements has not yet been developed. Given that the implementation date for the revised program is AU26, the Subcommittee encourages timely submission of this course to ensure sufficient time for the review process.” The syllabus is complete, we are in the process of adding signposting explaining how the course meets the AI requirement, and we will have the course proposal submitted by Spring Break.
- b. I have personally notified the Departments of Philosophy, WGSS, and Comparative Studies that their cross-listed courses will no longer be required in the program so that they are aware of how this may affect their enrollments.”
- c. In response to the contingencies that the proposal include a transition plan for the revised program requirements, I have added the following to the proposal cover letter: “For current students, the department will allow students that began their work at OSU before autumn of 2026 to continue with the previous major structure or choose between the previous and new major structure. Our transition plan is, thus, a gradual phase out for students already at OSU (whether declared majors already or not yet declared majors), while students starting at OSU in autumn of 2026 and after will only have the option of the new major structure for their degree in AAAS.
- d. In response to the contingency about confusion regarding electives, I have clarified the language on page 2 of the cover letter: “Finally, five elective courses would be required, for a total of 15 additional hours. Of these five courses, 1 course (3 hours) must be at the 2000-level, and 2 courses (6 hours) must be at the 4000-level or above. The other 2 courses (6 hours total) may be at the 2000-, 3000-, 4000-, or 5000- level (at the student’s discretion).
- e. In response to the contingency asking how the community engagement requirement would be audited, in consultation with the chair of another department that has such a requirement, I have added this language to the cover letter: “To audit a student’s achievement of the Community Engagement credit, we will ask advisors to manually monitor and approve once the requirement has been fulfilled.” In this contingency, the question of 1000-level OPEEP courses was raised, but I want to clarify that, for the community engagement credit, we will count only AAAS OPEEP courses and there are no 1000-level AAAS OPEEP courses (all AAAS OPEEP courses are at the 2000-level or above).
- f. In response to the contingency asking for clarification “regarding the course number under which students will complete the community engagement requirement using the internship option,” I have corrected the cover letter so that this internship is correctly identified as AFAMAST 5189 “Community Development: Field Research and Seminar.”
- g. In response to the contingency about the Excel document, it has been corrected.

- h. In response to the recommendation that the advising sheet not include a section for prerequisites, since none are required, and not offer multiple degree options, these extraneous details have been removed to make the sheet more clear.

Yours,

A handwritten signature in black ink, appearing to read 'Spencer Dew', written over a horizontal line.

Spencer Dew

Associate Teaching Professor, Comparative Studies and African American and African
Studies Director of Undergraduate Studies, African American and African Studies

Associate Director of Undergraduate Studies, Comparative
Studies The Ohio State University

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March 4, 2026

Dear Members of the ASC Curriculum Committee:

I write to initiate the process of revisions to the African American and Africans studies major requirements. Our goal is for these revisions to the major to be implemented starting with the fall semester of 2026. I have included sample advising sheets, both current and reflective of the proposed changes, approved by the department unanimously at our November meeting.

The current major requires students to take four specific courses (2201: Major Readings in African American and African Studies, 3310: Global Perspectives on the African Diaspora, 3440: Theorizing Race and Ethnicity, and 4921: Intersections) in addition to six elective courses (at least three at the 4000-level and the rest at 2000- or above).

In light of the hiring of multiple new faculty members, we would like to revise these requirements to focus on courses reflective of our department's strengths and to better train students in African Studies and Black Studies methodologies and content.

The proposed changes would lead to a major requiring four specific courses (2201: Major Readings in African American and African Studies, 3310: Global Perspectives on the African Diaspora, and 3260: Global Black Cultural Movements, plus a 4000-level Critical AI course in development as part of the Provost's AI fluency initiative). We are removing 3440 and 4921 from the requirements for the major because these are shared classes not housed exclusively in AAAS (3440 is cross-listed with Philosophy and 4921 is cross-listed with both WGSS and Comparative Studies). Our logic here is that we would like the classes required for the AAAS major to always be taught with a focus on African American and African studies methodologies and content, and for students to take these required courses with faculty in the AAAS department. Instead of the former 3440 and 4921, students will now take 3260, 3310, and 2201 (the latter two already part of the major) because these courses cover significant areas of both content and theory for African American and African Studies. In addition, this new array of required classes reflects the changing demographic of our faculty, more directly aligning with

the research expertise and teaching interests of our roster of new hires than did the previous required courses.

In addition to these three required courses, students would then also be required to take a 3-hour Community Engagement Course. Current options for this course include Ohio Prison Education Exchange Program courses—a program emphasizing the experience of shared education for incarcerated and main campus students, which offers a range of AAAS courses as OPEEP options. Another current option would be the 2367, “Black Columbus” course, a 4-hour offering. Another current option for Community Engagement Course credit would be an internship through the African American and African Studies Community Engagement Center (AFAMAST 5189). The CEC was created early in the history of the OSU AAAS department to deliver public-facing scholarship and community-engaged programming. Recent internship opportunities have included working with the CEC Director to develop a run of show for 3-4 episodes of the podcast, *Black to Basics*. This position involved research, preparation of supporting documents and talking points, and development of marketing materials, among other tasks. Another recent internship at the Center was a Summer Associate position, which involved engaging local artists in a competition to enhance the Center’s vestibule and lobby through a permanent art installation that pays homage to the Community’s vibrant history while also imagining its future potential. This intern developed an artist call for submissions, publicize the artist call through various channels, assisted with developing rubric to evaluate submissions, and hosted information sessions for local artists to tour the Center, among other tasks.

While AAAS OPEEP courses and CEC internships offer an immediate pathway for the Community Engagement credit, it is important to note that the new Community Engagement requirement will also allow students to take new Community Engagement courses are currently in development, emerging from and engaging with the public-facing work of our current faculty. We expect to have a robust range of Community Engagement courses for our majors in the proposal stage by late spring/early fall of 2026.

To audit a student’s achievement of the Community Engagement credit, we will ask advisors to manually monitor and approve once the requirement has been fulfilled.

Finally, five elective courses would be required, for a total of 15 additional hours. Of these five courses, 1 course (3 hours) must be at the 2000-level, and 2 courses (6 hours) must be at the

4000-level or above. The other 2 courses (6 hours total) may be at the 2000-, 3000-, 4000-, or 5000- level (at the student's discretion).

The total credit hours, 30, would remain the same from the current requirements to our proposed new requirements.

The Embedded Literacies in our major were confirmed by a January 13 communication with Tony Valle, who provided the form listing EL courses alongside majors, attached. Embedded Literacies courses are clearly marked on the attached advising sheets. The major change to EL courses will be that the new AI fluency course will meet the Technology requirement.

For current students, the department will allow students that began their work at OSU before autumn of 2026 to continue with the previous major structure or choose between the previous and new major structure. Our transition plan is, thus, a gradual phase out for students already at OSU (whether declared majors already or not yet declared majors), while students starting at OSU in autumn of 2026 and after will only have the option of the new major structure for their degree in AAAS.

Included with this cover letter is an updated Curriculum Map, current and revised Advising Sheets, and a sheet listing our Embedded Literacy courses.

As Director of Undergraduate Studies, I am eager to initiate this process of revising our major to better reflect our department's faculty and focus and to better serve our students. I am happy to answer any questions or provide any material requested by the committee, and I thank you all in advance for your time and consideration.

Yours,

A handwritten signature in black ink, appearing to read 'Spencer Dew', with a long horizontal flourish extending to the right.

Spencer Dew
Associate Teaching Professor, Comparative Studies and African American and African Studies
Director of Undergraduate Studies, African American and African Studies
Associate Director of Undergraduate Studies, Comparative Studies
The Ohio State University

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Major Program Form

Name: _____ Ohio State E-mail: _____

Student ID Number: _____ Expected Term of Graduation: _____

Major: _____ BA

This form should be submitted to your college office.

Have you filed a graduation application in your college office? Yes No
(Note: this form is not a graduation application.)

If you are completing two majors, list both below and file a separate form for each one:

1) _____ 2) _____

Major Program (Minimum grade of "C-" required. Minimum major GPA of 2.0 required.)

Courses	Hours	Grade	Courses	Hours	Grade
2201: Major Readings	3				
3310: Global Perspectives	3				
3260: Global Black Cultural	3				
Critical AI Course	3				
Community Engagement Course	3				
An additional 15 hours of electives, including 3 hours at the 2000-level and 6 at the 4000-level or above, the rest at any level 2000 or above..	15				
AAAS Majors must take three embedded literacies courses. Students must take an embedded literacy in Advanced Writing, Data Analysis and Technology . The embedded literacy for advanced writing is included within one of the four core courses, AFAMAST 2201: Major Readings in African American and African Studies and the embedded literacy for Technology is fulfilled through the Critical AI course. For Data Analysis, students can take AFAMAST 3083, Civil Rights and Black Power Movements or AFAMAST 3086, Black Women in Slavery and Freedom.					

Total: _____

Signature of Faculty Advisor: _____ Date: _____

Name of Faculty Advisor (please print): _____

Department: _____

Faculty Advisor E-mail: _____ Campus Phone: _____

Check whether this is: original revision

(See reverse for information about major requirements.)

Requirements for the Major

Your major program must consist of at least 30 semester hours of credit in courses numbered 2000 or above as prescribed by your advisor. Please note that many major programs require considerably more than 30 hours of credit.

You must earn at least a C- in a course in order for it to be listed on your major. However, you must receive a 2.0 cumulative GPA for all major course work. If you earn a D+, D, or an E in a course that is required for your major, the course cannot be counted toward the major. Your advisor will decide if the course should be repeated or if another course should be substituted. Courses taken on a pass/non-pass basis cannot be used on the major.

Your advisor must approve all courses comprising your major. If you change from one major or curriculum to another, consult your advisor. Such changes may result in modifying requirements to such an extent that your date of graduation might be delayed.

At least one-half of the credit hours in the major must be credit from completed Ohio State course work. Note: AP/IB/EM credit and transfer credit from other institutions are not considered to be "Ohio State course work."

If you are pursuing multiple majors, course work may overlap between the majors, provided that each major department allows such overlap and that each major has at least 18 unique (non-overlapping) semester hours. Similarly, if you are planning multiple majors, there may be overlap between major course work and the GE—again, with permission of the major department and at least 18 unique non-overlapping semester hours on each major.



Major Program Form

Name: _____ Ohio State E-mail: _____

Student ID Number: _____ Expected Term of Graduation: _____

Major: _____ BA BS BFA BAE BM BME BSD

This form should be submitted to your college office.

Have you filed a graduation application in your college office? Yes No
(Note: this form is not a graduation application.)

If you are completing two majors, list both below and file a separate form for each one:

1) _____ 2) _____

Part A. Required Prerequisites (and/or supplementary requirements)

Courses	Hours	Grade	Courses	Hours	Grade

Part B. Major Program (Minimum grade of "C-" required. Minimum major GPA of 2.0 required.)

Courses	Hours	Grade	Courses	Hours	Grade
2201: Major Readings	3				
3310: Global Perspectives	3				
3440: Theorizing Race	3				
4921: Intersections	3				
18 additional hours required – 9 at the 4000-level; the rest at 2000- or above					
<p>AAAS Majors must take three embedded literacies courses. Students must take an embedded literacy in Advanced Writing, Data Analysis and Technology . The embedded literacy for advanced writing is included within one of the four core courses, AFAMAST 2201: Major Readings in African American and African Studies. Students can fulfill the embedded literacy for Data Analysis and Technology through one of the six elective courses. For Data Analysis, students can take AFAMAST</p>					

3083, Civil Rights and Black Power Movements or AFAMAST 3086, Black Women in Slavery and Freedom. For Technology, students can take AFAMAST 3450, the Art and Politics of Hip Hop or 4571, Black Visual Culture and Popular Media. Please note: Student do not need to take more than ten courses to complete the major, but they must make sure they take one elective each with embedded literacies for Data Analysis and Technology.					

Total of Part B only: _____

Signature of Faculty Advisor: _____ Date: _____

Name of Faculty Advisor (please print): _____

Department: _____

Faculty Advisor E-mail: _____ Campus Phone: _____

Check whether this is: original revision

(See reverse for information about major requirements.)

Requirements for the Major

Your major program must consist of at least 30 semester hours of credit in courses numbered 2000 or above as prescribed by your advisor. Please note that many major programs require considerably more than 30 hours of credit.

You must earn at least a C- in a course in order for it to be listed on your major. However, you must receive a 2.0 cumulative GPA for all major course work. If you earn a D+, D, or an E in a course that is required for your major, the course cannot be counted toward the major. Your advisor will decide if the course should be repeated or if another course should be substituted. Courses taken on a pass/non-pass basis cannot be used on the major.

Your advisor must approve all courses comprising your major. If you change from one major or curriculum to another, consult your advisor. Such changes may result in modifying requirements to such an extent that your date of graduation might be delayed.

At least one-half of the credit hours in the major must be credit from completed Ohio State course work. Note: AP/IB/EM credit and transfer credit from other institutions are not considered to be "Ohio State course work."

If you are pursuing multiple majors, course work may overlap between the majors, provided that each major department allows such overlap and that each major has at least 18 unique (non-overlapping) semester hours. Similarly, if you are planning multiple majors, there may be overlap between major course work and the GE—again, with permission of the major department and at least 18 unique non-overlapping semester hours on each major.

African American and African Studies Major

The **African American and African Studies (AAAS)** major teaches students about the social, cultural, political, economic, historical and intellectual experiences of Africans and their descendants throughout the world.

AAAS encourages students to critically examine the role of race in society through a variety of disciplines within the arts, humanities, and social sciences. Our curriculum promotes an intersectional perspective, emphasizing how race relates to class, gender and sexuality, nationality, ethnicity and other social structures on a global scale.

This major prepares students for multiple career paths, whether in higher education, law, public health, urban planning, social work, the corporate sector or any number of fields that draw on and stand to benefit from the knowledge acquired in AAAS.

Core Courses (four required courses, 12 credit hours)

- AFAMAST 2201: Major Readings in African American and African Studies
- AFAMAST 3310: Global Perspectives on the African Diaspora
- AFAMAST 3440: Theorizing Race and Ethnicity
- AFAMAST 4921: Intersections

Elective Courses (six elective courses, 18 credit hours)

- Of the 18 credit hours, 9 (or three courses) must be at the 4000-level
- The remaining 9 credit hours must be 2000-level or above

Embedded Literacy

AAAS Majors must take three embedded literacies courses that are a part of the required 30 hours to complete the major. Students must take an embedded literacy in Advanced Writing, Data Analysis and Technology. The embedded literacy for advanced writing is included within one of the four core courses, AFAMAST 2201: Major Readings in African American and African Studies.

Students can fulfill the embedded literacy for Data Analysis and Technology through one of the six elective courses. For Data Analysis, students can take AFAMAST 3083, Civil Rights and Black Power Movements or AFAMAST 3086, Black Women in Slavery and Freedom. For Technology, students can take AFAMAST 3450, the Art and Politics of Hip Hop or 4571, Black Visual Culture and Popular Media. Please note: Student do not need to take more than ten courses to complete the major, but they must make sure they take one elective each with embedded literacies for Data Analysis and Technology.

	Program Goal 1: Understanding of the cultural, socio-political, and historical formations, connections, conditions, and transformations evident throughout the African and Black Diaspora	Program Goal 2: Learn to 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	Program Goal 3: Acquiring and honing interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service	Program Goal 4: Appreciation for and experience at community engaged and public-facing intellectual work
BA in AAAS Curriculum Map				
Required Courses Offered by the Unit				
AAAS 2201: Major Readings in African American and African Studies (fulfills Writing EL)	intermediate	intermediate	intermediate	beginning
AAAS 3310: Global Perspectives on the African Diaspora	intermediate	intermediate	intermediate	
AAAS 3260: Global Black Cultural Movements	advanced	intermediate	intermediate	intermediate
Critical AI Course (4000 level) (fulfills Technology EL)		advanced	advanced	advanced
Community Engagement Course (from a range of options)			intermediate	advanced
Elective Courses (Students Choose 5, at least 2 at 4000 and 1 at 2000 - students must also fulfill the Data Analysis EL with a class from AAAS or from outside the major)				
AAAS 1101: Intro to AAAS	beginning	beginning	beginning	beginning
AAAS 1111: Introduction to Africa	beginning	beginning	beginning	beginning
AAAS 1112: Introduction to the Black World	beginning	beginning	beginning	beginning
AAAS 1121: African Civilization to 1870	beginning	beginning	beginning	beginning
AAAS 1122: African Civilization, 1870 to Present	beginning	beginning	beginning	beginning
AAAS 2080, African American History to 1877	intermediate	intermediate	intermediate	beginning
AAAS 2081, African American History from 1877	intermediate	intermediate	intermediate	beginning
AAAS 2101, Intro to African Art and Archaeology	intermediate	intermediate	intermediate	beginning
AAAS 2218, Black Urban Experience	intermediate	intermediate	intermediate	beginning
AAAS 2251, Introduction to African Literature	intermediate	intermediate	intermediate	beginning
AAAS 2253, Introduction to Caribbean Literature	intermediate	intermediate	intermediate	beginning
AAAS 2270, Introduction to Black Popular Culture	intermediate	intermediate	intermediate	beginning
AAAS 2275, Blackness and the Politics of Sports	intermediate	intermediate	intermediate	beginning
AAAS 2281, Introduction to African American Literature	intermediate	intermediate	intermediate	beginning
AAAS 2285, Afropop: Popular Music and Culture in Contemporary Africa	intermediate	intermediate	intermediate	beginning
AAAS 2288, Bebop to Doowop to Hiphop: The Rhythm and Blues Tradition	intermediate	intermediate	intermediate	beginning
AAAS 2301, African Peoples and Empires in World History	intermediate	intermediate	intermediate	beginning
AAAS 2302, History of Modern African, 1800-1960s	intermediate	intermediate	intermediate	beginning
AAAS 2302, History of Contemporary African, 1960-present	intermediate	intermediate	intermediate	beginning
AAAS 2367.01, African American Voices in US Literature	intermediate	intermediate	intermediate	beginning
AAAS 2367.04, Black Women Writers: Text and Context	intermediate	intermediate	intermediate	beginning
AAAS 2367.07S, Literacy Narratives of Black Columbus				
AAAS 3080, Slavery in the United States	intermediate	intermediate	intermediate	intermediate
AAAS 3082, Black Americans During the Progressive Era	intermediate	intermediate	intermediate	intermediate
AAAS 3083, Civil Rights and Black Power Movements (fulfills the Data Analysis EL)	intermediate	intermediate	intermediate	intermediate
AAAS 3084, Citizens Behind Bars: Black Leadership and the Politics of Liberation	intermediate	intermediate	intermediate	intermediate
AAAS 3086, Black Women in Slavery and Freedom (fulfills the Data Analysis EL)	intermediate	intermediate	intermediate	intermediate
AAAS 3089, Studies in African American History	intermediate	intermediate	intermediate	intermediate
AAAS 3110, Social (in)justice and the Black Experience	intermediate	intermediate	intermediate	intermediate
AAAS 3230, Black Women: Culture and Politics	intermediate	intermediate	intermediate	intermediate
AAAAS 3304, History of Islam in Africa	intermediate	intermediate	intermediate	intermediate

AAAS 3320, History of African Cinema	intermediate	intermediate	intermediate	intermediate
AAAS 3370, Being African in America	intermediate	intermediate	intermediate	intermediate
AAAS 3376, Arts and Cultures of Africa and the Diaspora	intermediate	intermediate	intermediate	intermediate
AAAS 3440, Theorizing Race	intermediate	intermediate	intermediate	intermediate
AAAS 3450, The Art and Politics of Hip-Hop	intermediate	intermediate	intermediate	intermediate
AAAS 3956, Black Cultures and Classical Education	intermediate	intermediate	intermediate	intermediate
AAAS 4250, African Politics	advanced	advanced	advanced	intermediate
AAAS 4326, Topics in African American and Public Policy	advanced	advanced	advanced	intermediate
AAAS 4342, Religion, Meaning, and Knowledge in Africa and its Diaspora	advanced	advanced	advanced	intermediate
AAAS 4504, Black Politics	advanced	advanced	advanced	intermediate
AAAS 4535, Topics in Black Masculinity	advanced	advanced	advanced	intermediate
AAAS 4551, Topics in Africana Literature	advanced	advanced	advanced	intermediate
AAAS 4565, Topics in African Diaspora Studies	advanced	advanced	advanced	intermediate
AAAS 4571, Black Visual Culture and Popular Media	advanced	advanced	advanced	intermediate
AAAS 4582, Special Topics in African-American Literature	advanced	advanced	advanced	intermediate
AAAS 4610, African Americans and the Law	advanced	advanced	advanced	intermediate
AAAS 4921, Intersections: Approaches to Theorizing Difference	advanced	advanced	advanced	intermediate
AAAS 5240, Race and Public Policy in the United States	advanced	advanced	advanced	intermediate
AAAS 5640, Blackness and the Body in Science and Medicine	advanced	advanced	advanced	intermediate