

Term Information

Effective Term Summer 2012

Course Change Information

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

Adding GEC: Global Diversity (International Studies successor)

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

So that the course will qualify for a GEC course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4551
Course Title	Topics in Africana Literature
Transcript Abbreviation	Tpcs Africana Lit
Course Description	Topics selected will relate to varying issues in the literatures of the Africa and the African Diaspora.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Sometimes
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

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 2251, 2281, or English 2281.
Exclusions	Not open to students with credit for 551.

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Quarters to Semesters

Quarters to Semesters	Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses
List the current courses by number and title that are to be subsumed into proposed course	AfAmASt 551: Selected Topics in African-American and Related Literatures. This modified 551 course reduces redundancy in course offerings and the simplification of the course title allows 4551 to fit into our curriculum structure.

Requirement/Elective Designation

General Education course:
Literature; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

Previous Value

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

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Ways of knowing: Mary Jeanne Larrabee and an epistemology of resistance
- The bildungsroman in Aben and the Learning Tree
- Contemporary Slave narrative in a Caribbean setting
- Characteristics of traditional bildungsroman in the Learning Tree
- Memory, autobiography and Ake: The years of childhood by Wole Soyinka
- Introduction: The Black protest novel, the case of Native Son by Richard Wright
- Blues for Master Charlie by James Baldwin
- Fanon and Violence: sex and race in America
- Rhythm of Violence by Lewis Nkosi
- Anti-Apartheid and the youth movement of the nineteen sixties

COURSE CHANGE REQUEST
4551 - Status: PENDING

Last Updated: Heysel,Garett Robert
05/15/2012

Attachments

- GRH Edits AAAS 4551 (2).doc: Syllabus
(Syllabus. Owner: Bogarty,Melinda Miracle)
- GRH AAAS 4551 GE Proposal1.docx: Rationale/Assessment Plan
(GEC Course Assessment Plan. Owner: Bogarty,Melinda Miracle)

Comments

- Dr. Goings, please review the email that I forwarded to you this morning. It should clarify the revisions requested. *(by Heysel,Garett Robert on 05/05/2012 10:02 AM)*
- See 5-4-12 e-mail to M. Bogarty. *(by Vankeerbergen,Bernadette Chantal on 05/04/2012 03:21 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bogarty,Melinda Miracle	04/05/2012 02:23 PM	Submitted for Approval
Approved	Bogarty,Melinda Miracle	04/05/2012 02:24 PM	Unit Approval
Approved	Heysel,Garett Robert	04/25/2012 09:11 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	05/04/2012 03:21 PM	ASCCAO Approval
Submitted	Heysel,Garett Robert	05/04/2012 09:12 PM	Submitted for Approval
Approved	Goings,Kenneth W.	05/05/2012 07:21 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	05/05/2012 10:02 AM	College Approval
Submitted	Heysel,Garett Robert	05/05/2012 10:02 AM	Submitted for Approval
Approved	Bogarty,Melinda Miracle	05/15/2012 04:55 PM	Unit Approval
Approved	Heysel,Garett Robert	05/15/2012 05:01 PM	College Approval
Pending Approval	Hanlin,Deborah Kay Hogle,Danielle Nicole Vankeerbergen,Bernadette Chantal Meyers,Catherine Anne Jenkins,Mary Ellen Bigler Nolen,Dawn	05/15/2012 05:01 PM	ASCCAO Approval

**The Ohio State University
College of Humanities
Department of African-American and African Studies**

Autumn Semester 2012

AAAS 4551 Topics in Africana Literature

(GE Arts and Hum, Literature, Global Diversity (International) Course)

Instructor: H. E. Newsum

Office: 486 University Hall

Office Hours: Mon. & Wed. 1:30 to 3:00 pm

Office: 292-0116

Studio/Home: 337-2622

E-mail: newsum.2@osu.edu (Do Not Submit Assignments by Email)

Course Description: Topics selected will relate to varying issues in the literatures of Africa and the African Diaspora. One possibility is a comparative study which may include selected works by African-American authors, African authors, and Caribbean/Diasporic authors. Possible themes are slavery and the slave narrative, colonialism, migration, and the struggle for civil and human rights. AAAS 4551 covers a variety of genre. Fiction, poetry and drama are employed in an effort to demonstrate the similarities and differences in the literature of African peoples. In addition to processing written texts, the class will view, discuss, and analyze films for the purpose of comparing visual representations with written texts. Some films and texts possibly used in the class are *Sankofa* (film) by Haile Gerima, *Kindred* by Octavia Butler, *The History of Mary Prince* by Mary Prince. These text are representation of the contemporary and traditional slave narrative. *Abeng* by Michelle Cliff, *Crick Crack Monkey* by Merle Hodge, *The Learning Tree* by Gordon Parks Jr. (film) are examples of the Bildungsroman, while *Rhythm of Violence* by Lewis Nkosi, and *Blues for Mister Charlie* by James Baldwin represent Black protest drama of the 1960s. A course like this one addresses the question: In the context of Africana writing how are the genres affected by factors such as race, sexuality, gender, and class. In other words, how has the historical experience of Africana peoples shaped Black writing?

GE Goals:

For Literature GE:

Goals:

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Generic Expected Learning Outcomes:

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.

2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

Specific Expected Learning Outcomes:

1. Students learn to analyze, appreciate, and interpret significant literary works.
2. Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures.

For Global Studies GE:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course fulfills the GE categories listed above in the following ways: Through oral presentations, critical essays, essay-type examinations, note taking, and bibliography practice students will reflect upon and recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. Class discussion and analysis will allow students to become familiar with Black writers, literary scholars, historians and scholarly publications which deal with Black literature and history, and with research libraries, book collections and archives which are repositories of works by and about Black cultures. Students will discuss and consider their own beliefs and behaviors in light of the literature, scholarship and archives they examine. Students will examine African American literature within the context of global Black literatures to discern the similarities and differences between them. The substantive questions and term paper will allow students will be able to compare and contrast the literature of African Americans with that of other African descended peoples and explore the major themes in contemporary Black fiction and drama. In some instances, the class will

examine literature by non-Black authors where comparisons can be made with regard to theme and structure. Students will examine through a critically informed lens how “race” is often constructed differently in the visual production of literary works and examine.

Textbooks:

Kindred by Octavia Butler

Abeng by Michelle Cliff

Crick Crack Monkey by Merle Hodge by Merle Hodge

The Learning Tree by Gordon Parks, Jr. (novel and film)

Blues for Mister Charlie by James Baldwin

Rhythm of Violence by Lewis Nkosi (Course Reader)

Films:

Sankofa (1993) by Haile Gerima..

The Learning Tree (1969) by Gordon Parks, Jr.

Mississippi Burning (1988) by Alan Parker.

Sarafina (1992) by Darrell James Roodt.

Course Requirements

1. Classroom work--oral presentation: **20%**

In pairs, students will be required to lead a class discussion of one or two secondary sources (scholarly article or book chapter) for a work of literature by the specific author who is assigned for that day’s discussion. Students will prepare a 1 to 3 page, single-spaced handout (for instructor and fellow class members) that includes the following information:

- A.)The argument of the essay/secondary source **IN YOUR OWN WORDS**, citing important passages and page numbers in the text.
- B.)Why is this text important? Why is it problematic? What’s at stake?
- C.) **5 substantive questions** about the reading.

I expect presentation pairs to be responsible for facilitating classroom discussion for a substantial portion of the class. (Depending on the enrollment of the class, it is possible that a person may present alone, if desired, or present in a group of three.) The presentation grade will be evaluated by the pair’s understanding of the material, ability to link the reading to previous readings and class discussions, and original and creative application of texts to other issues and concepts.

2. Two Annotated Bibliographies – Fifteen (15) entries each: **30%**

-First Annotated Bibliography on *Kindred* and *Sankofa* or *Abeng* and *The Learning Tree* or *Crick Crack Monkey*.

-Second Annotated Bibliography on *Blues for Mister Charlie* and *Rhythm of Violence*.

3. Final examination (Term Paper) – Due last day of class. **50%**

The student must choose a pairing of text and write a comparative analysis of the literature. This is a research paper and therefore requires the use of quotations and corresponding

citations from credible academic sources, as well as bibliographic documentation according to MLA style. Failure to follow these procedures will result in a poor grade.

Note:

1. Final Term Paper (minimum 10 pages) must use a comparative approach.
2. Two Annotated Bibliographies (15 entries each) must be centered on an important theme in the literature (use secondary sources in the library or online). The annotated bibliographies should concentrate on works by two different, but comparable, authors (that is their writings, not biography). More detail will be provided in class.

On Writing:

Learning how to write is a continuous exercise. As you work on your writing for this course, I encourage you to come to me for help. You are also fortunate to have a Writing Center at OSU that aids students of all skill levels. Please take advantage of the free tutoring if you feel the need. The OSU Writing Center is located in 475 Mendenhall Laboratory, on the south end of the oval. Their phone number is 688-4291, and their website is cstw.osu.edu

Order of Reading Assignments:

Part 1: The Contemporary Slave Narrative

1st and 2nd weeks.

Kindred by Octavia Butler: Introduction of the novel as a contemporary slave narrative – elements of the original slave narrative (Mary Prince) – Ways of knowing: Mary Jeanne Larrabee and an epistemology of resistance – perform in-class bibliographic search

3rd and 4th weeks.

– slavery and the African imagination: a look at the film *Sankofa* (1993) by Ethiopian filmmaker Haile Gerima. Discussion of film in comparison to the printed narrative. First oral presentations on the slave narrative.

Part 2: The Bildungsroman and Black Diaspora Experience

5th and 6th weeks.

Abeng by Michelle Cliff and *Crick Crack Monkey* by Merle Hodge: Introduction of the novel as a contemporary slave narrative in a Caribbean setting – slavery, family, and the formation of race and class in Cliff's *Abeng* (Lowenthal, Adisa, Raiskin, Dagbovie, Williams) – The bildungsroman in *Abeng* and *Crick Crack Monkey* – education and the colonial project.

7th and 8th weeks.

The Learning Tree by Gordon Parks, Jr. (1963 and 1969), a film and novel. Research assignment: Antonia MacDonald-Smythe and the bildungsroman in Cliff's *Abeng*.

Part 3: Black Protest Literature

9th and 10th weeks.

Blues for Mister Charlie by James Baldwin: Introduction of the play – civil rights and the Black youth movement of the nineteen sixties – “non-violence” versus “by any means necessary” or Martin Luther King versus Malcolm X (“Pilgrimage to Nonviolence” and “Ballot or the Bullet”) – Fanon on Violence – sex and race in America – identity and racial solidarity – race and the civil rights era in the white imagination, a viewing of *Mississippi Burning* (1988) by Alan Parker.

11th and 12th weeks.

Rhythm of Violence by Lewis Nkosi: Introduction of the play – What is Apartheid? – the construction of race in South Africa – Anti-Apartheid and the youth movement of the nineteen sixties – “political petition” versus “by any means necessary” – Afrikaans Education and the South African youth resistance in *Sarafina* (1992) by Darrell James Roodt.

13th and 14th weeks

Presentations and Preparation for Final Term Paper.

UNIVERSITY POLICIES

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf)

Disability Services

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

African American and African Studies: Topics in Africana Literatures, AAAS 4551 Rationale/Assessment Plan

Under the quarter system the Department of African American and African Studies currently offers Topics in Africana Literatures, AAAS 4551 under the title and course number “Selected Topics in African American and Related Literatures, AAAS 551.” Under the quarter system AAAS 551 was a GE arts and humanities literature course, as well as a social diversity (US) course. We request to make the course available to a broader GE audience. The course will be taught in a 35-student lecture format with one professor. Under the new title and course number Topics in Africana Literatures, AAAS 4551 it should be clearer to students that the course is concerned with the literatures of African descended peoples globally. The diversity category with the “US” designation does not reflect the geographic range of the class which has included writers and writings across the global Black world. Topics in Africana Literatures, AAAS 4551 is ideally suited for inclusion in the General Education course listings as a GE arts and humanities literature course, as well as a social diversity International/Global course, which has the following Goals and Learning Objectives:

For Global Studies GE:

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

- 1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.*
- 2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.*
- 3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.*

Assessment Plan

In addition to the Literature GE goals, which the course already has, and which will continue to be accessed, for the Global Studies GE we propose the following Assessment plan.

The department will examine students' understanding of the political, economic, cultural and philosophical difference in and among various representations of African cultures and peoples by reviewing a sampling of assignments especially the substantive questions (early assessment) and the term papers in order to understand the arc of the students' learning experience. The annotated bibliographies will reveal how students describe, analyze and critically evaluate discourses on race, cultural institutions and citizenship in global and comparative terms.

An examination of the coursework that students were required to complete for the class will be assessed to determine whether the course objectives have been achieved. Students' development as enlightened readers of Africana literature; students' ability to analyze, compare and contrast the literature of Black writers in their indigenous environment and in relationship to the writing and culture of African descended authors in other parts of the global black world; and students' ability to explain the historical, social, philosophical and political role of literature and culture in the Black experience will be assessed through a review of critical and analytical essays. This course will be assessed by the Director of Undergraduate Studies and the Undergraduate Studies Committee, who will consult with the instructor of the course annually for input on how the course is performing and meeting expected goals.

We believe that sampling should provide us with an adequate assessment of whether or not this course is in fact living up to its goals. We will randomly sample (and duplicate) specific assignments and projects from a portion of the class. The AAAS Undergraduate committee, or one of its representatives, in conjunction with the course instructor will evaluate sample assignments and projects to gauge how well the goals of the course seem to be reflected and communicate the findings to the department chair and the Undergraduate Studies Committee, and the department academic coordinator. The AAAS Undergraduate committee, or one of its representatives, in conjunction with the course instructor will also assess the improvement over time, comparing selected students' performance on assignments early in the term to their performance on the final project to see if improvement has in fact occurred, and communicate the findings to appropriate departmental personnel and committees.

We are also interested in getting the students' self-assessment of the course and of their performance in it. To that end, instructors of 4551 will ask students to complete discursive evaluations that invite comment on both the course instruction and on their performance in relation to the learning objectives of the course.

Note on the assessment criteria for sampled exams and papers:

The criteria that we will be using in the assessment will be similar to those the instructor will have used in grading assignments in the first place. We will, however, pay somewhat less attention to the factual specifics of the students' work than to what it reveals about whether they understood the nature of the assignment task and the learning objectives it entails. As much as possible, the Undergraduate Studies Committee will try to determine whether shortcomings in this area are correlated to the individual student's poor attendance in class, or whether they result from miscommunication on the part of the instructor. Although we are most concerned with the latter case, we will also work on various strategies for increasing attendance if that seems to be a particular problem. When necessary, the Undergraduate Studies Committee will work with individual instructors to improve communication of the course expectations and content.

Timeline for assessment:

Each term, every time the course is taught, we will follow the same schedule:

Weeks 1-5 Sampling of early assignments

Weeks 13-14 Sampling of final projects

 Student assessment of course and their performance in it

Week 15 Samples read and evaluated by the Undergraduate Studies Committee or its representative.

The Undergraduate Studies Committee will be responsible for making sure that instructors and students' overall evaluations of the course have at least remained steady or, better, improved; if that proves not to be the case, we will attempt to use the information we have collected to make what seem the appropriate adjustments to the course content and structure.