

Term Information

Effective Term Spring 2014

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 Graduate, Undergraduate
Course Number/Catalog 5798.03
Course Title Study Abroad: Brazil
Transcript Abbreviation st abrd brazil
Course Description This course will consist of a two-week educational Study Trip that combines formal lectures by local scholars with visits to local cultural and historical institutions as well as travel within Brazil, the host Latin American country.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Field Experience, Lecture, Seminar
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 AFAMAST 5485.03
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0201
Subsidy Level Doctoral Course
Intended Rank Freshman, Sophomore, Junior, Senior, Masters, Doctoral, Professional

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

General Education course:

Education Abroad (new)

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

- See attachment.

Content Topic List

- -Preparation for Travel Abroad
- -Tour of the City of Salvador
- -Afro-Brazilian History
- -Portuguese Language Class
- -Afro-Brazilian Religion

Attachments

- AAAS Chair Letter of support for Study Abroad to Brazil.pdf: Support Letter from AAAS Chair
(Other Supporting Documentation. Owner: Seagraves,Tanina Ryan)
- Concurrence from SPPO.pdf: Concurrence SPPO
(Concurrence. Owner: Vankeerbergen,Bernadette Chantal)
- GE Rationale 5798 03.doc: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Seagraves,Tanina Ryan)
- AAAS-Brazil Course 5798 03.pdf: Syllabus for Brazil Study Abroad
(Syllabus. Owner: Seagraves,Tanina Ryan)
- Response for AAAS 5798.pdf: Response for Contingencies
(Other Supporting Documentation. Owner: Seagraves,Tanina Ryan)

Comments

- See 10-18 e-mail to T Seagraves. *(by Vankeerbergen,Bernadette Chantal on 10/18/2013 03:23 PM)*
- Syllabus has been updated with the proper boilerplate statements for "academic misconduct" and "disability services" sections. *(by Seagraves,Tanina Ryan on 07/17/2013 02:03 PM)*
- returned per dept. request
email sent to Tanina *(by Heysel,Garett Robert on 07/16/2013 01:47 PM)*

COURSE REQUEST
5798.03 - Status: PENDING

Last Updated: Heysel,Garett Robert
10/28/2013

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Seagraves,Tanina Ryan	04/18/2013 11:51 AM	Submitted for Approval
Approved	Seagraves,Tanina Ryan	04/18/2013 11:51 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	04/22/2013 11:14 AM	College Approval
Submitted	Seagraves,Tanina Ryan	04/22/2013 11:54 AM	Submitted for Approval
Approved	Seagraves,Tanina Ryan	07/15/2013 08:43 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	07/16/2013 01:47 PM	College Approval
Submitted	Seagraves,Tanina Ryan	07/17/2013 02:04 PM	Submitted for Approval
Approved	Seagraves,Tanina Ryan	07/17/2013 02:04 PM	Unit Approval
Approved	Heysel,Garett Robert	08/02/2013 04:04 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/16/2013 01:22 PM	ASCCAO Approval
Submitted	Seagraves,Tanina Ryan	09/16/2013 02:14 PM	Submitted for Approval
Approved	Seagraves,Tanina Ryan	09/16/2013 02:15 PM	Unit Approval
Approved	Heysel,Garett Robert	09/16/2013 02:19 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/18/2013 03:24 PM	ASCCAO Approval
Submitted	Seagraves,Tanina Ryan	10/23/2013 11:35 AM	Submitted for Approval
Approved	Seagraves,Tanina Ryan	10/23/2013 11:36 AM	Unit Approval
Approved	Heysel,Garett Robert	10/28/2013 09:18 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	10/28/2013 09:18 PM	ASCCAO Approval



March 8, 2013

Phone (614) 292-3700

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<http://www.aaas.osu.edu>

Grace Johnson
Director of Study Abroad
The Ohio State University
Campus

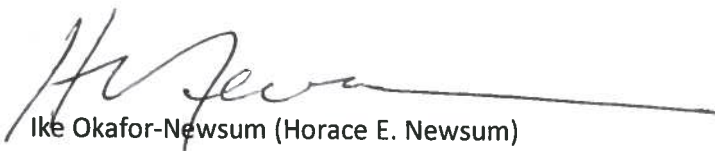
Dear Grace,

I am pleased to write this letter of support for the proposed Study Abroad to Brazil. The Department of African American and African Studies (AAAS) is proud to conduct a study abroad to Brazil as part of the University's gateway initiative to Latin America. AAAS wants to play an important role in Ohio State's (OSU) international and global presence.

Two recent developments in AAAS will be key to the success of the Study Abroad to Brazil Program. First is the hire of Dr. Tanya Saunders who has a background in Caribbean and Latin American Studies and very strong ties to persons and institutions in Brazil. Second is our new PhD program. Building upon our international study abroad programs and the Owomoyela Endowment for Yoruba Studies, the faculty in AAAS, along with our partner unit, the Center for African Studies, will create programs and activities around Yoruba culture in West Africa and the Yoruba Diaspora in North America, Brazil, and the Caribbean. We believe that students interested in doing a PhD in Africana Studies will find the opportunity to study the Yoruba Diaspora in Brazil quite intriguing. Graduate students interested in Yoruba culture can take advantage of the department's African languages offerings and receive classroom and/or individualized instruction in the language and culture. Understanding Yoruba is important for students and scholars studying Brazilian culture. This includes graduate students and scholars in the Department of Spanish and Portuguese whom are involved in Lusophone studies in Brazil where a dialect of Yoruba is used. The Department of Spanish and Portuguese will especially benefit from the number of students who will be enrolling in Portuguese language classes because of our Study Abroad to Brazil Program.

We look forward to introducing this new program to the OSU curriculum and I strongly support the proposal for the Study Abroad to Brazil.

Sincerely,



Ike Okafor-Newsum (Horace E. Newsum)
Associate Professor and Chair

**Education Abroad GE Course Proposal
May Session 2014**

**Course Title: AAAS 5798.03: Study Abroad in Africa and the Diaspora
May Term: 3 Credit Hours**

Proposed Day & Time: May 6-23, 2014

Professors:

Curtis J. Austin, Ph.D.
Associate Professor
African American & African Studies
Director, Young Scholar Program
281 West Lane Avenue
SAS Building, 3rd Floor
Columbus OH 43210
614-292-4884
curtis.austin@admin.ohio-state.edu

Leslie M. Alexander, Ph.D.
Associate Professor
African American & African Studies
486N University Hall
230 North Oval Mall
Columbus OH 43210
614-688-4110
alexander.282@osu.edu

James L. Moore III, Ph.D.
Professor, Education and Human Ecology
Associate Provost,
Office of Diversity & Inclusion
Director, Todd A. Bell National Resource Center on the African American Male
281 West Lane Avenue
SAS Building, 3rd Floor
Columbus OH 43210
(614) 247-4765
james.moore@admin.ohio-state.edu

Course Number: AAAS 5798

Credit Hours: 3 for Abroad Travel

This course will consist of a two-week educational Study Trip that combines formal lectures by local scholars with visits to local cultural and historical institutions as well as travel within Brazil, the host Latin American country.

COURSE DESCRIPTION AND OBJECTIVES
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This course will consist of a two-week educational Study Trip that combines formal lectures by local scholars with visits to local cultural and historical institutions as well as travel within Brazil, the host Latin American country.

In Salvador, the course will explore some of the contemporary advances and challenges of the people of Bahia socially, culturally and environmentally. The in-country portion of this course will serve as the second half of our introduction to Brazil.

GE Education Abroad Learning Goals:

By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

GE Education Abroad Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

This course will achieve the GE Learning Goals in the following manner:

1. This particular course promotes recognition of the similarities, differences, and interconnections between the students' host country/countries and the U.S. by engaging students with reading materials, lectures, and field trips that are designed to inspire contemplation and reflection about Afro-Brazilian life and culture. Students will visit Salvador, Bahia, particularly Pelourinho, where they will be introduced to cultural manifestations, such as Candomble, Capoeira, and various Quilombos. The course instructors will also convene regular group discussions and gatherings and lead the students in dialogue about what they have learned and experienced.
2. Students who participate in this study abroad experience will be prepared to function effectively in Brazil. Students who enroll in this study abroad course will be required to take AAAS 5485.03 during the previous semester, which focuses on Afro-Brazilian life and culture historically and contemporarily. As such, students will gain insight about Brazil in advance of their visit and will have extensive context for the locations and people they encounter. In addition, as part of the 5485.03 course, students will learn basic communication skills in Portuguese, which will help them effectively navigate the country. Once they are in country, students will participate in many organized site visits but they will also "free time" to explore new and old sites independently, either individually or in small groups, and to communicate with local people, often across language barriers. A formal orientation and "city tour" on the first day in each new city makes this easier. Orientations will be facilitated by staff people at ACBEU, which is a cultural organization that is designed to foster cultural understanding between Americans and Brazilians.
3. The course is designed to enhance students' academic experience by broadening their worldview and expanding their cultural horizons. Site visits to locations, such as Pelourinho (the center of Afro-Brazilian culture), various Quilombos communities (which are former maroon societies), and a community composed of Candomble practitioners will allow students to interact with diverse people and experience the broad

range of African cultural influences in Brazil. Students will also grapple with the complex and troubled history of African peoples in Brazil. For example, in the city of Pelourinho, they will learn that “pelourinho” literally means “whipping post.” The city earned its name, due to the public flogging of slaves that routinely took place in the city center. The remnants of the whipping post still remain. They will also tour former slave markets to gain insight about the millions of Africans who were bought and sold along the coastline for over 400 years. In addition to experiential learning, students will also benefit from formal classroom instruction while in country, including lectures by Brazilian professors.

COURSE REQUIREMENTS AND ASSESSMENT

Given the purposes of this course, the assignments are designed to encourage acquisition and retention of knowledge about contemporary Brazil and its peoples globally. Regular class attendance, participation, and preparation provide students the opportunity to show that they are completing each assignment on a timely basis. Each student is required to complete all assigned readings before class meetings and come to class ready to discuss the main issues for each class period.

Required Writing: Students must maintain a daily diary that is composed of their reflections on the experiences they have in Brazil. This diary will constitute fifty (50%) of the student’s study abroad grade. See below for additional details.

Assessment Methodology:

Based on the course description, goals and expected learning outcomes, and course requirements, the competence of students will be based on class participation, reflective writings/videos, and writing assignments. Class materials will focus on the following items:

1. Understanding and explaining Brazil’s development in the context of African American and African Studies in the context of globalization; and understand why people behave as they do within the structures of human societies, cultures, and institutions of Brazil.
2. Understanding and evaluating the link between colonial and postcolonial realities, the role of various actors—the state, civil society, nongovernmental organizations (NGOs), social movements, international agencies and issues of identity in Brazil development experience.
3. Conceptually and operationally defining concepts, as well as demonstrating capacity for critical and analytical thinking skills that will enable students to study and engage in research across disciplinary, transnational, gender and cultural boundaries in ways that are relevant to the experiences of people in Brazil, South America, the Pan-African community and globally.

The final grade will be assessed in the following manner:

Class Attendance & Participation—25%

Grades will be determined based upon students' active participation in class discussion and the relevance of students' responses to issues and questions about Brazil and South America. Knowledge of Brazilian geography, history, politics, culture and current affairs through critical reading and keen observation will help students to actively participate in class discussions. Daily class attendance is mandatory. On the group's last full day in Brazil, May 21, all students in the course will be asked to deliver a brief (5-10 minute) presentation reflecting on their experience in Brazil and summarizing the main ideas and concepts they learned while traveling.

In addition to the expectations listed above, graduate students are responsible for facilitating two class discussions while abroad and their performance will be included as part of their attendance grade.

Class Assignments—50% of the course grade will be based on Maintenance of a Daily Diary. Student diaries are subject to be checked by professors at any time. No one other than designated course professors will have access to or knowledge of the material students include in their diaries. Students should feel free to use their diaries to reflect on their personal experiences and challenges while traveling abroad, but diaries should also include a daily report on their educational experience. More specifically, students should offer an analysis of what they learned from each encounter and field trip, and relate it to the course lectures and readings. Diaries should be submitted to the professors on May 23, which is the final day of the program.

Experiential Reflection—25% of the course grade will be based on a Final Experiential Reflection Paper that incorporates material encountered and knowledge gained from the Spring semester course and the experiences the student enjoyed abroad. This paper will serve as the final exam for this portion of the course. In constructing their final papers, students should consider the following questions:

1. What are the most striking similarities, differences, and interconnections have you encountered between your host country and the U.S.?
2. How have you developed an ability to function effectively within your host country? (think of the ways you communicated verbally and non-verbally in your host country and how you overcame challenges)
3. Overall, how has your Education Abroad experience enriched your academic experience? Use concrete examples.
4. How did your in-country experience compare to the lectures and readings that you received before traveling to Brazil?

Student papers must be 5-7 pages for undergraduates, and 10-15 pages for graduate students. Papers must be submitted no later than Friday, May 30, and may be submitted to course instructors via email.

Grading Scale:

A: 92.6 and above	C+: 77.6-79.5
A-: 89.6-92.5	C: 72.6-77.5
B+: 87.6-89.5	C-: 69.6-72.5
B: 82.6-87.5	D+: 67.6-69.5
B-: 79.6-82.5	D: 62-67.5
	E: below 62

Since the University does not record “D minus” grades, a student earning a course average below 62 will receive an “E” in this course.

COURSE POLICIES

Course Enrollment

In accordance with departmental policy, all students should be officially enrolled in the course by the end of the second full week of the quarter. **Enrolling officially and on time is solely the responsibility of the student.**

Submission of Assignments

All assignments are mandatory. If you do not submit an assignment, the instructors will reduce your final grade by one full letter grade in addition to giving you zero for that assignment. If you do not submit two or more assignments, you will automatically receive a failing grade for the course.

Late Assignments

Extensions of written work are granted at the discretion of the instructors to those presenting valid and verifiable excuses. Students who are unable to fulfill assignments as scheduled for family, religious, or medical reasons must contact the instructors before the due date of the assignment. The pressures of other course work, employment, and extra-curricular activities do not constitute valid excuses for late assignments. Take note of the due dates on the syllabus and plan ahead.

Student Conduct

Students are expected to abide by the guidelines listed in the OSU Code of Student Conduct. In addition students are not allowed to sleep, read newspapers, leave class early without permission, use cell phones (to text message or talk), or conduct extracurricular conversations during the class session. The instructors will ask disruptive students to leave the classroom, and reserves the right to file a report with the Office of Student Life for any student who engages in inappropriate classroom behavior.

Academic Misconduct

Plagiarism, cheating, or other forms of academic misconduct will not be tolerated. It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with

examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). Students found in violation of the Code of Student Conduct by COAM may receive a failing course grade and are subject to disciplinary probation, suspension, or expulsion from the Ohio State University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Please take particular note of the university policy on plagiarism. If someone else writes your paper (or exam), or if you use someone else's ideas as your own without acknowledging their contributions, you are committing plagiarism, which is a case of academic misconduct. This includes all information obtained on the internet. If you are unclear about what specifically constitutes plagiarism, please contact the instructors or refer to the student handbook: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Disability Statement:

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

SCHEDULE OF ACTIVITIES

Monday May 5th

Convene at OSU. Welcome and overview of program. Preparations for travel abroad.

Tuesday May 6th

Flight to Salvador, Brazil

11:30-12:30PM- Orientation with Clara Ramos

Afternoon: Lunch at the Hotel

2:15-7:00PM-Panoramic tour of the city of Salvador

Wednesday May 7th

9-11:00AM Lecture: "Afro-Brazilian History" with Prof. Willis Santos

1-2:30PM- Portuguese Language Class

3-4:00PM-Reflection with Profs. Alexander, Austin, and Moore

7:00PM Capoeira Show at Escola de Belas Artes da UFBA

Thursday May 8th

9-11:00AM – Lecture on "Afro-Brazilian Religion" with Prof. Alexander

1-2:30PM-Portuguese Language Class

2:30-6:30- Pelourinho Tour: Visit Jorge Amado Foundation, Abelardo Rodrigues's Museum, Pierre Verger Galery (Simone)

7:30PM- Folk Ballet in Pelourinho

Friday May 9th

9-11:00AM-Lecture and Dance Workshop with Roberto Mesquita

1:00PM- Departure to Morro de São Paulo

Suggested Activity: While traveling from Salvador to Morro de São Paulo, observe aspects such as the condition of the roads, the houses in the interior of the state of Bahia, the attitude of the people, etc. Compare and contrast the aspects you observed in northeast Brazil with those observed in the southeast region of the country. Establish comparisons with life in the USA.

Evening: Free time to enjoy Morro de São Paulo

Saturday May 10th

9-11AM Reading # 7 “Brazil is Taking Off” *The Economist*

1:00- Lecture on Baroque Art in Bahia

4:00PM- Reading discussion and reflection with Profs. Alexander, Austin, and Moore

Sunday May 11th

Exploration of Morro de São Paulo with Prof. Costigan

Take copious field notes on your experience in Morro de São Paulo

Monday 12th

Departure from Morro de São Paulo

6:00PM- Arrival in Salvador

Tuesday May 13th

9-11:30AM-Visit to “Terreiro Afonjá”

1-2:30PM-Portuguese Language Class

3:00PM- Reflection with Profs. Alexander, Austin, and Moore

Wednesday May 14th

9-4:00PM-Visit “Bagunçação”- Workshop with children (Music, capoeira, percussion)
(Lunch will be served at Bagunçação)

Evening Free

Thursday May 15th

9-11:00AM-Lecture: Feminism and Women’s Movements in Contemporary Brazil: Major Achievements and Challenges, Prof. Cecília Sardenberg (NEIM)

1-2:30PM-Portuguese Language Class

5:30PM- Reflection with Profs. Alexander, Austin, and Moore

Friday May 16th

Cultural event sponsored by ACBEU

Saturday May 17th

9-11:00AM- Lecture on Brazilian Contemporary Political Issues
Evaluation of the Bahia-ACBEU program

Sunday May 18th

9-11:00AM—Lecture on Maroon Societies

1-3 PM—Watch film on Quilombo

3-4:30 PM—Discussion

Monday May 19th

9-5:00 PM—Travel and Visit to Quilombo

6:30-7:30 PM—Reflection with Profs. Alexander, Austin, and Moore

Tuesday May 20th

Free Day

Wednesday May 21nd

9-12:00-Reflection/Interpretive Paper and Presentation by the students

Afternoon: Farewell lunch at Casa do Comércio//SENAC 12:30PM

Thursday May 22rd

Depart from Salvador, Brazil

Friday May 23th

Arrive in Columbus, Ohio

**GE Rationale
AAAS 5798.03**

a) How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?

This particular course promotes recognition of the similarities, differences, and interconnections between the students' host country/countries and the U.S. by engaging students with reading materials, lectures, and field trips that are designed to inspire contemplation and reflection about Afro-Brazilian life and culture. Students will visit Salvador, Bahia, particularly Pelourinho, where they will be introduced to cultural manifestations, such as Candomble, Capoeira, and various Quilombos. The course instructors will also convene regular group discussions and gatherings and lead the students in dialogue about what they have learned and experienced.

b) What aspects of this particular course ensure that the students learn how to function effectively within their host country/countries?

Students who participate in this study abroad experience will be prepared to function effectively in Brazil. Students who enroll in this study abroad course will be required to take AAAS 5485.03, during the previous semester, which focuses on Afro-Brazilian life and culture historically and contemporarily. As such, students will gain insight about Brazil in advance of their visit and will have extensive context for the locations and people they encounter. In addition, as part of the 5485.03 course, students will learn basic communication skills in Portuguese, which will help them effectively navigate the country. Once they are in country, students will participate in many organized site visits but they will also "free time" to explore new and old sites independently, either individually or in small groups, and to communicate with local people, often across language barriers. A "city tour" on the first day in each new city makes this easier.

c) In what ways will the students' time abroad enrich their academic experience?

The course is designed to enhance students' academic experience by broadening their worldview and expanding their cultural horizons. Site visits to locations, such as Pelourinho (the center of Afro-Brazilian culture), various Quilombos communities (which are former maroon societies), and a community composed of Candomble practitioners will allow students to interact with diverse people and experience the broad range of African cultural influences in Brazil. Students will also grapple with the complex and troubled history of African peoples in Brazil. For example, in the city of Pelourinho, they will learn that "pelourinho" literally means "whipping post." The city earned its name, due to the public flogging of slaves that routinely took place in the city center. The remnants of the whipping post still remain. They will also tour former slave markets to gain insight about the millions of Africans who were bought and sold along the coastline for over 400 years. In

addition to experiential learning, students will also benefit from formal classroom instruction while in country, including lectures by Brazilian professors.

GE assessment plan

a) Students will be required to maintain a daily diary that is composed of their reflections on the experiences they have in Brazil. This diary will constitute fifty (50%) of the student’s study abroad grade. They will also be required to write a reflection paper at the end of the course that captures how well they have met the Education Abroad ELO’s. The assessment will follow the guidelines provided in the Appendix of the GE Education Abroad Assessment Plan, which include writing a thoughtful reflection paper that considers the following aspects of their Education Abroad experience: 1. What are the most striking similarities, differences, and interconnections have you encountered between your host country and the U.S.? 2. How have you developed an ability to function effectively within your host country? (think of the ways you communicated verbally and non-verbally in your host country and how you overcame challenges) 3. Overall, how has your Education Abroad experience enriched your academic experience? Use concrete examples. This paper will serve as the final exam for this portion of the course. Student papers must be 5-7 pages for undergraduates, and 10-15 pages for graduate students.

b) Course instructors will collect and examine the results of all direct and indirect assessment methods to see whether the course is meeting its Goals and ELO’s. We will continue to monitor the course, making suggestions for improvement to future teachers, and we will be responsible for archiving information and assessment materials for future instructors.

Assessment of Education Abroad GE Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
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<p>(ELO1) Knowledge of host country and US: Culture and worldview frameworks</p>	<p>Articulates sophisticated understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US.</p>	<p>Demonstrates deeper understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US.</p>	<p>Describes similarities and differences and recognizes interconnections between cultural rules and practices of host country and US.</p>	<p>Recognizes similarities and differences in cultural rules and practices between host country and US.</p>
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<p>(ELO2) Skills for effective functioning: (a) Verbal and nonverbal communication (b) Problem solving</p>	<p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication between host country and US. Is able to skillfully negotiate a shared understanding based on those differences. Navigates host country and overcomes obstacles with confidence and ingenuity.</p>	<p>Shows higher level understanding of cultural differences in verbal and nonverbal communication between host country and US. Begins to negotiate a shared understanding based on those differences. Navigates host country and overcomes obstacles comfortably.</p>	<p>Shows basic level understanding of cultural differences in verbal and nonverbal communication between host country and US. Shows awareness that misunderstandings across cultures can occur. Navigate host country and overcomes obstacles at basic level.</p>	<p>Shows minimal level understanding of cultural differences in verbal and nonverbal communication between host country and US. Struggles to navigate host country at basic level and to overcome obstacles.</p>
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<p>(ELO3) Enrichment of academic experience: Knowledge Skills</p>	<p>Articulates how knowledge gained in host country has transformed pre-existing ideas into entirely new whole.</p> <p>Initiates and develops engagement with people and ideas in host country.</p>	<p>Synthesizes knowledge gained in host country with pre-existing ideas into coherent new whole.</p> <p>Actively engages with people and ideas in host country.</p>	<p>Connects knowledge gained in host country with pre-existing ideas.</p> <p>Makes effort to engage with people and ideas in host country.</p>	<p>Recognizes connections between knowledge gained in host country and pre-existing ideas.</p> <p>Makes minimum effort to engage with people and ideas in host country.</p>
<p>(c) Attitudes/perspectives</p>	<p>Interprets intercultural experience from the perspective of own and others' worldviews; demonstrates ability to act in supportive manner that recognizes values and feelings of another cultural group. Asks complex questions about other cultures, seeks out and articulates answers to these questions that</p>	<p>Recognizes intellectual and emotional dimensions of more than one world view and the relative status of one's own. Asks deeper questions about other cultures and seeks out answers to these questions.</p>	<p>Identifies different perspectives of non-US others, but responds in all situations with own worldview. Asks simple or surface questions about other cultures.</p>	<p>Recognizes the experience of non-US others as different, but only through own worldview. States minimal interest in learning more about other cultures.</p>

Rationale for the number of credit hours

Three semester credit hours are being requested for this class. These credits will fit as one normal class in the GE Open Options, Education Abroad category. This class will have the following distribution of contact hours: 23 Lecture hours, a minimum of 50 Field Visit hours, 10 Discussion hours and 3 hours of Research Presentation. This is in comparison with a normally scheduled OSU on-campus class of three credit hours having 38 contact hours.

From: [Unzueta, Fernando](#)
To: [Newsum, Horace](#)
Cc: [Vankeerbergen, Bernadette](#)
Subject: RE: Afro-Brazilian courses
Date: Monday, May 06, 2013 12:50:40 PM

Dear Ike,

After reviewing the syllabi you sent, and consulting with my colleagues in Portuguese, I write to express my support and concurrence for AAAS 5485.03: Afro-Brazilian Society and Culture, and AAAS 5798.03: Study Abroad in Africa and the Diaspora. Both courses will deal with the all-important subjects of the African Diaspora to Brazil, the history of slavery in that country, and the role of Afro-descendants in Brazil.

As you know, my colleagues also teach Portuguese 2330, a course on Brazilian cultures that includes some similar topics to yours, and Dr. Costigan has been conducting a Global May study trip (and now GE course: Portuguese 2798.10) to Brazil for a few years. Perhaps our colleagues can coordinate and collaborate in their respective courses? My sense is that at an institution like Ohio State we should be promoting many more offerings about the role of Afro-descendants and, more broadly, Latin America.

Best, Fernando

Fernando Unzueta
Chair, Spanish and Portuguese

Response to Contingencies and Recommendations for AAAS 5798

1. Clarify assignments:

- o In the schedule, on May 21, what are the student presentations? Do these correspond to the 3 hours of research presentation mentioned in the credit hours rationale? None of this is mentioned in the description of assignments on p. 2—though there is a line about graduate students being responsible for facilitating two class discussions while abroad, but it is not clear that this is the same as “student presentations.” Are the “presentations” graded? If different from the “presentations,” are the class discussion facilitations by graduate students graded?

RESPONSE: Additional clarification was added on page 3 of the syllabus under “Class Attendance and Participation.”

- Provide further clarification about diary requirement

RESPONSE: We did not want to offer too much detail about the diaries, because we want students to feel free to write about their own experiences freely without specific requirements. However we did add some clarification about the expectations on page 3.

- Weight of the different assignments might need to be reconsidered. For instance, 30% for attendance and participation is a high percentage.

RESPONSE: We elected to only adjust the percentage for attendance and participation slightly. We felt that it was important for students to understand that it is essential for them to be full participants in all the group activities and field trips.

2. Syllabus: See p. 15 of the ASC Curriculum and Assessment Operations Manual for ASC syllabus template:

http://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf

Point 5 specifies that under the GE expected learning outcomes on the syllabus, there should be a statement explaining how the course will satisfy those ELOs. Please add such a statement to your syllabus.

RESPONSE: We added the requested information to page 1 of the syllabus

Recommendations:

1. There are potentially 3 types of student populations targeted by this course: graduate students, undergraduate majors, and GE students. Advisors should

make sure to clarify to their students that undergraduate majors taking the course in their major cannot double-count it for GE.

RESPONSE: We will work with advisors to clarify this matter for students

2. Concerning late assignments, the syllabus says, "Take note of the due dates on the syllabus and plan ahead." There are no due dates on the syllabus. The diary entries are subject to being checked by the professors at any time and there is no due date for the experiential reflection paper.

RESPONSE: Thank you for this correction, we apologize for the oversight. We added due dates for the experiential paper and the submission of the diaries.

3. Student conduct policy: "The instructor ... reserves the right to withdraw students from the course for inappropriate classroom behavior." This should be replaced with language indicating that inappropriate classroom behavior will be reported to student conduct.

RESPONSE: This language has been corrected.

4. Rethink necessity for "submission of assignment" policy.

RESPONSE: We retained this language after adding the due dates.