

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 5485.03
Course Title Afro-Brazilian Society and Culture
Transcript Abbreviation AFBRAZ SOCANDCULT
Course Description This course is intended to prepare students to study abroad in the South American country of Brazil, particularly in Salvador, the Bahia region, which is home to the world's largest Afro-Brazilian population. The course will enable students to survey, understand, appreciate and participate in the richness and dynamic nature of Brazil's history, culture, politics, economy and people.
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 Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites English 1110
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

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:

Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- Please see attachment.

Content Topic List

- Rise and Expansion of Slave Trade
- Portuguese Language Instruction
- Comparative Race and Identity in Brazil and the U.S.

Attachments

- Concurrence_ Afro-Brazilian courses.pdf: Spanish/Portuguese Concurrence
(Concurrence. Owner: Seagraves, Tanina Ryan)
- GE Rationale 5485 03.pdf: Rationale for Brazil Course
(GEC Model Curriculum Compliance Stmt. Owner: Seagraves, Tanina Ryan)
- AAAS-Brazil Course 5485 03.pdf: Syllabus for Brazil Course
(Syllabus. Owner: Seagraves, Tanina Ryan)
- Response for AAAS 5485 03.pdf: Response for Contingencies
(Other Supporting Documentation. Owner: Seagraves, Tanina Ryan)

Comments

- Please see 10-18 e-mail to T Seagraves. *(by Vankeerbergen, Bernadette Chantal on 10/18/2013 02:47 PM)*
- returned per dept. request
Boiler plate language for Academic Integrity and Disability Services is not correct. Also only 1 topic for each content list, no bullets, only 3 or 4 are required but it cannot be a long list in one box. Lastly an AU13 is not possible this late past deadline. I changed it to SP14 *(by Heysel, Garrett Robert on 08/02/2013 04:10 PM)*

COURSE REQUEST
5485.03 - 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 11:36 AM	Submitted for Approval
Approved	Seagraves,Tanina Ryan	04/18/2013 11:37 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	04/22/2013 11:13 AM	College Approval
Submitted	Seagraves,Tanina Ryan	04/22/2013 11:53 AM	Submitted for Approval
Approved	Seagraves,Tanina Ryan	07/15/2013 08:44 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	08/02/2013 04:10 PM	College Approval
Submitted	Heysel,Garett Robert	08/26/2013 01:09 PM	Submitted for Approval
Approved	Seagraves,Tanina Ryan	08/26/2013 04:13 PM	Unit Approval
Approved	Heysel,Garett Robert	09/09/2013 10:22 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/24/2013 09:15 AM	ASCCAO Approval
Submitted	Seagraves,Tanina Ryan	09/24/2013 09:47 AM	Submitted for Approval
Approved	Seagraves,Tanina Ryan	09/24/2013 09:48 AM	Unit Approval
Approved	Heysel,Garett Robert	09/24/2013 09:52 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/18/2013 02:47 PM	ASCCAO Approval
Submitted	Seagraves,Tanina Ryan	10/23/2013 11:32 AM	Submitted for Approval
Approved	Seagraves,Tanina Ryan	10/23/2013 11:36 AM	Unit Approval
Approved	Heysel,Garett Robert	10/28/2013 09:17 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	10/28/2013 09:17 PM	ASCCAO Approval

GE Global Diversity Course Proposal

AAAS 5485.03: Afro -Brazilian Society and Culture

Spring Semester 2014

TR 12:45pm-2:05pm

Credit Hours: 3

Professors:

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COURSE DESCRIPTION AND OBJECTIVES
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This course is intended to prepare students to study abroad in the South American country of Brazil, particularly in Salvador, the Bahia region, which is home to the world's largest Afro-Brazilian population. Using lectures, videos, discussions, and research projects on Brazil in historical and contemporary context, the course will enable students to survey, understand, appreciate and participate in the richness and dynamic nature of Brazil's history, culture, politics, economy and people, with a particular focus on African-descended peoples and race relations.

Lectures, discussions, and assignments on Brazilian society and culture will allow students to learn what role race plays in Brazilian thought and belief, kinship and lineage, and how these impact issues of ethnicity, gender, and socioeconomic status in contemporary society. Students

will acquire a better understanding of how racial identity and its convergence with other identity constructs (e.g., gender, socioeconomic status, etc.) shape Brazilian society.

Through a combination of lectures, readings, and multi-media educational tools, students will learn about the unique traditions in Bahia as well as the challenges that social inequality, modernization, urbanization and tourism present. We will focus particularly on race relations in Bahia and the formation of Afro-Brazilian identity, cultural expressions, and innovations. Through a combination of lectures, readings, and projects, students will learn about Brazil in general and the contrasts between the culturally rich state of Bahia and the United States.

GE Global Diversity Goals

- Students will understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

GE Global Diversity Expected Learning Outcomes

- Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

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

1. This course is intended to prepare students to study abroad in the South American country of Brazil, particularly in Salvador, the Bahia region, which is home to the world's largest Afro-Brazilian population. Using lectures, videos, discussions, and research projects on Brazil in historical and contemporary context, the course will enable students to survey, understand, appreciate and participate in the richness and dynamic nature of Brazil's history, culture, politics, economy and people, with a particular focus on African-descended peoples and race relations.
2. Reading assignments are designed to encourage acquisition and retention of knowledge about Brazil and its peoples in historical and contemporary context. Lectures, discussions, and assignments on Brazilian society and culture will allow students to learn the role race plays in Brazilian thought and belief, kinship and lineage, and how these impact issues of ethnicity, gender, and socioeconomic status in contemporary society. Through both academic and extra-curricular experiences, students will acquire a better understanding of how racial identity and its convergence with other identity constructs (e.g., gender, socioeconomic status, etc.) shape Brazilian society. In the first half of the course, students will be introduced to the history and culture of Brazil by exploring the 400-year history of the slave trade and slavery in Brazil, during which time the Portuguese transported millions of Africans to the region to labor in mines and on plantations. Students will gain an understanding of the deep African cultural influences in Brazil alongside the complicated and nuanced definitions of "race" in Brazil. During the

second half of the course, students will learn about crucial contemporary issues in Brazil such as affirmative action, poverty, and youth culture, including the widespread hip-hop movement.

3. Through a combination of lectures, readings, and multi-media educational tools, students will learn about the unique traditions in Bahia as well as the challenges that social inequality, modernization, urbanization and tourism present. We will focus particularly on race relations in Bahia and the formation of Afro-Brazilian identity, cultural expressions, and innovations. Through a combination of lectures, readings, and projects, students will learn about Brazil in general and the contrasts between the culturally rich state of Bahia and the United States.
4. Learning outcomes related to Portuguese language acquisition will be accomplished by having guest instructors who are native Portuguese-speakers conduct class regularly and introduce students to basic phrases and communication techniques. Instructors from the Departments of African American and African Studies, Spanish and Portuguese, and Educational Studies will teach basic greetings, salutations, common expressions and directions in Portuguese. Portuguese language instructors will work regularly with students during class hours to help students gain sufficient language skills.

COURSE REQUIREMENTS AND ASSESSMENT

Given the purposes of this course, the assignments are designed to encourage acquisition and retention of knowledge about Brazil and its peoples in historical and contemporary context. 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.

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, social movements, international agencies and issues of identity in Brazil's 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, and cultural boundaries in ways that are relevant to the experiences of people in Brazil, South America, the Pan-African community and globally.

4. Demonstrating basic language competency in greetings, salutations, common expressions and directions in Portuguese.

Grading:

The final course grade will be determined as follows:

1. Class Attendance—10%

Regular attendance is mandatory. Each student will be allowed one unexcused absence, but students who have 2-4 unexcused absences will have their attendance grade lowered by one letter grade for each absence. Five or more unexcused absences will result in automatic failure for this portion of a student's grade.

2. Class participation/Language Skills—10%

Students are expected to come to class prepared to discuss the course material and actively participate in class discussions. Students are also expected to understand basic greetings, salutations, common expressions and directions in Portuguese before they can successfully complete the course. Portuguese language instructors will work regularly with students during class hours to help students gain sufficient language skills.

3. Midterms—50% (25% for each midterm)

The midterms will be in-class examinations covering lectures and readings. There will be a term identification section, and a series of short-answer questions.

4. Final Examination—30%

For undergraduate students, the final examination will be a cumulative exam, covering material from the entire quarter.

For graduate students, the final examination will be in the form of a final paper. In addition to the weekly reading assignments, graduate students are required to read Carl Degler's *Neither Black Nor White: Slavery and Race Relations in Brazil* and G. Reginald Daniel's *Race and Multiraciality in Brazil and the United States: Converging Paths?* Based on these readings and other outside sources, graduate students are expected to write a 20-30 page paper on a topic of their choice focusing on race and culture in Brazil. Graduate students should speak with course instructors early in the semester to identify a topic prior to beginning the research on their final papers.

Grading Scale:

A: 92.6 and above

A-: 89.6-92.5

B+: 87.6-89.5

B: 82.6-87.5

B-: 79.6-82.5

C+: 77.6-79.5

C: 72.6-77.5

C-: 69.6-72.5

D+: 67.6-69.5

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 must 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.**

Make-up Exam Policy

If for any family or medical reason you find it absolutely necessary to miss an examination, you must contact your course instructors **before** the test and gain his or her consent if you wish to take a make-up exam.

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 will 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 from 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 Services:

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.

REQUIRED READINGS

The following books are required for the course. They may be purchased from the University Bookstore and are also on reserve at the Main Library:

Kim D. Butler, *Freedoms Given, Freedoms Won: Afro-Brazilians in Post Abolition São Paulo & Salvador*

Kia Lilly Caldwell, *Negras in Brazil*

André, Cicalo, *Urban Encounters: Affirmative Action and Black Identities in Brazil*

Robert Edgar Conrad, *Children of God's Fire; World of Sorrow: The African Slave Trade to Brazil*

Katia Mattoso, *To Be a Slave in Brazil*

James L. Moore III and Chance W. Lewis, *African American Students in Urban Schools: Critical Issues and Solutions for Achievement*

Stuart Schwartz, *Sugar Plantations in the Formation of Brazilian Society*

There is also a course packet that contains the remaining required reading:

Kim Butler, "Candomble," "Orixas," "Slavery in the Age of Emancipation"

Sidney M. Greenfield, "Plantations, Sugar Cane and Slavery," in Judy Bieber, ed., *Plantation Societies in the Era of European Expansion*, 1-35.

Rachel Harding, *A Refuge in Thunder: Candomblé and Alternative Spaces of Blackness*, 19-37

Elizabeth W. Kiddy, "Congados, Calunga, Candombe:" *Our Lady of the Rosary in Minas Gerais*

Joao J. Reis, "Roots: Ethnic Motivation in 1835" in *Slave Rebellion in Brazil*

Kathleen Higgins, "Masters and Slaves in a Mining Society"

João José Reis, "Quilombos and Rebellions in Brazil," in Sheila Walker, *African Roots/American Cultures*, 301-313

Thomas E. Skidmore, Toward a Comparative Analysis of Race Relations Since Abolition in Brazil and the United States. *Journal of Latin American Studies*, 4, pp. 1-28.

Thomas E. Skidmore, Bi-racial U.S.A. vs. Multi-racial Brazil: Is the Contrast Still Valid? *Journal of Latin American Studies*, 25, pp. 373-386.

Carl Degler, *Neither Black Nor White: Slavery and Race Relations in Brazil and the United States*

Janice Perlman, *Favela: Four Decades of Living on Edge in Rio de Janeiro*.

Pierre Michel Fontaine, *Race, Class & Power in Brazil*

Michael Hanchard, *Orpheus and Power: The Movimento Negro of Rio de Janeiro and Sao Paulo, Brazil, 1945-1988*

Anani Dzidzienyo, *The Position of Blacks in Brazilian Society* (London: Minority Rights Group, 1971)

José Carlos Gomes da Silva, "Sounds of Youth in the Metropolis: The Different Routes of the Hip Hop Movement in the City of São Paulo."

CLASS SCHEDULE

Week One

Class 1: Introduction and Background

Class 2: The Concept of Race in Brazil

Readings:

Kia Lilly Caldwell, *Negras in Brazil*, ch. 1, 27-49

Week Two

Class 3: Portuguese Expansion and the Rise of the Slave Trade

Readings:

Kim Butler, "The Slave Trade in Global Context"

Sidney M. Greenfield, "Plantations, Sugar Cane and Slavery," in Bieber, *Plantation Societies in the Era of European Expansion*, 1-35.

Class 4: The African Background and the Slave Trade to Brazil

Readings:

Mattoso, *To Be a Slave in Brazil*, 7-14; 40-51

Conrad, *Children of God's Fire*, 15-23, 37-52

Week Three

Class 5: Portuguese Language Instruction

Class 6: Brazilian Slavery Part One: Work at the Sugar Mill

Readings: Schwartz, *Sugar Plantations*, ch. 5, 98-131

Week Four

Class 7: Brazilian Slavery, Part Two: Sugar Plantations and Gold Mining

Readings:

Schwartz, *Sugar Plantations*, ch. 6, 132-159

Kathleen Higgins, "Masters and Slaves in a Mining Society"

Class 8: Slave Culture and Resistance, Part One

Readings:

Reis, "Quilombos and Rebellions in Brazil," 301-313

Harding, *A Refuge in Thunder*, 19-37

Butler, "Candomble"

Week Five

Class 9: Slave Culture and Resistance, Part Two

Readings:

Butler, "Orixas"

Kiddy, "Congados, Calunga, Candombe: Our Lady of the Rosary in Minas Gerais"

Reis, "Roots: Ethnic Motivation in 1835"

Class 10: The Last Decades of Slavery: The Domestic Slave Trade

Readings: Kim D. Butler, "Slavery in the Age of Emancipation"

Drescher, Seymour. "Brazilian Abolition in Comparative Perspective." *Hispanic American Historical Review* 68, no. 3 (August 1988): 429-460.

Week Six

Class 11: **MIDTERM**

Class 12: Portuguese Language Instruction

Week Seven

Class 13: The Frente Negra Brasileira

Reading: Kim Butler, *Freedoms Given, Freedoms Won*, ch. 3-4.

Class 14: Post-Abolition in Bahia: Carnaval & Candomble

Reading: Kim Butler, *Freedoms Given, Freedoms Won*, ch. 5-conclusion.

Week Eight

Class 15: Comparative Race and Identity in Brazil and the U.S.

Readings:

Skidmore, *Toward a Comparative Analysis of Race Relations*, pp. 1-28

Skidmore, *Bi-racial U.S.A. vs. Multi-racial Brazil: Is the Contrast Still Valid?*, pp. 373-386.

Degler, *Neither Black Nor White*, Preface and Introduction

Class 16: Black Consciousness Movements, 1940s - 1980s

Readings:

Excerpts from: Hanchard, *Orpheus & Power*, 104-119

Lélia Gonzalez, in Fontaine, *Race, Class & Power*, 120-134

Week Nine

Class 17: Favelas & Inequities in Contemporary Brazil

Readings: Excerpt from: Perlman, *Favela: Four Decades of Living on Edge in Rio de Janeiro*

Class 18:

Blackness and Education (Focus on Practice and Policy): A Comparison of Brazil and the United States – Part I

Readings: André Cicalo, *Urban Encounters: Affirmative Action and Black Identities in Brazil* and James L. Moore III and Chance W. Lewis, *African American Students in Urban Schools: Critical Issues and Solutions for Achievement*

Week Ten

Class 19: No Class—Spring Break

Class 20: No Class—Spring Break

Week Eleven

Class 21: Portuguese Language Instruction

Class 22: **MIDTERM**

Week Twelve

Class 23: Afro-Brazilians in Contemporary Society

Anani Dzidzienyo, “The Position of Blacks in Brazilian Society”

Class 24: Blackness and Education (Focus on Practice and Policy): A Comparison of Brazil and the United States – Part II

Readings: André Cicalo, *Urban Encounters: Affirmative Action and Black Identities in Brazil* and James L. Moore III and Chance W. Lewis, *African American Students in Urban Schools: Critical Issues and Solutions for Achievement*

Week Thirteen

Class 25: Black Women in Contemporary Brazil

Reading: Caldwell, *Negras in Brazil*, 81-106.

Class 26: The Politics of Race & Culture in the 21st Century

Readings:

Junior, et. al., “Lula’s Approach to Affirmative Action & Race”

da Silva, “Sounds of Youth in the Metropolis”

Week Fourteen

Class 27: Portuguese Language Instruction

Class 28: Final Exam

GE Rationale
AAAS 5485.03

a) How do the course objectives address the GE category expected learning outcomes?

This course is intended to prepare students to study abroad in the South American country of Brazil, particularly in Salvador, the Bahia region, which is home to the world's largest Afro-Brazilian population. Using lectures, videos, discussions, and research projects on Brazil in historical and contemporary context, the course will enable students to survey, understand, appreciate and participate in the richness and dynamic nature of Brazil's history, culture, politics, economy and people, with a particular focus on African-descended peoples and race relations.

b) How do the readings assigned address the GE category expected learning outcomes?

Given the purposes of this course, the reading assignments are designed to encourage acquisition and retention of knowledge about Brazil and its peoples in historical and contemporary context. Early in the semester, students will be exposed to the complex notion of race in Brazil and the history of slavery and the slave trade by reading texts such as Kia Lilly Caldwell's *Negras in Brazil*, Robert Edgar Conrad's *Children of God's Fire; World of Sorrow: The African Slave Trade to Brazil* and Katia Mattoso's *To Be a Slave in Brazil*. Students will learn, in particular, about the diversity in Brazilian slave societies as well as the rich African cultural influences on peoples of African descent in the region. Reading assignments on African culture in Brazil include Kim Butler's "Candomble," "Orixas," "Slavery in the Age of Emancipation," as well as Rachel Harding's *A Refuge in Thunder: Candomblé and Alternative Spaces of Blackness*, and Elizabeth W. Kiddy's "Congados, Calunga, Candomble:" *Our Lady of the Rosary in Minas Gerais*.

To learn more about the transition from slavery to emancipation, students will benefit from reading *Freedoms Given, Freedoms Won: Afro-Brazilians in Post Abolition São Paulo & Salvador* by renowned Afro-Brazilian historian, Kim D. Butler. They will also continue to grapple with the complex notion of "race" in Brazil with readings such as Carl Degler, *Neither Black Nor White: Slavery and Race Relations in Brazil and the United States* and Thomas E. Skidmore, "Toward a Comparative Analysis of Race Relations Since Abolition in Brazil and the United States." The second half of the course focuses on contemporary issues in Brazil including cultural expression, educational inequality, class and poverty, and the debate over affirmative action. Reading assignments for these topics will include: Thomas E. Skidmore, "Bi-racial U.S.A. vs. Multi-racial Brazil: Is the Contrast Still Valid?"; Janice Perlman, *Favela: Four Decades of Living on Edge in Rio de Janeiro*; Pierre Michel Fontaine, *Race, Class & Power in Brazil*; Michael Hanchard, *Orpheus and Power: The Movimento Negro of Rio de Janeiro and Sao Paulo, Brazil, 1945-1988*; Anani Dzidzienyo, "The Position of Blacks in Brazilian Society;" José Carlos Gomes da Silva, "Sounds of Youth in the Metropolis: The Different Routes of the Hip Hop Movement in the City of São Paulo"; and James L.

Moore III and Chance W. Lewis, *African American Students in Urban Schools: Critical Issues and Solutions for Achievement*.

Learning outcomes related to Portuguese language acquisition will be accomplished by having guest instructors who are native Portuguese-speakers conduct class regularly and introduce students to basic phrases and communication techniques. Instructors from the Departments of African American and African Studies, Spanish and Portuguese, and Educational Studies have all agreed to serve as guest language instructors. Students are also expected to understand basic greetings, salutations, common expressions and directions in Portuguese before they can successfully complete the course. Portuguese language instructors will work regularly with students during class hours to help students gain sufficient language skills.

c) How do the topics address the GE category expected learning outcomes?

Lectures, discussions, and assignments on Brazilian society and culture will allow students to learn the role race plays in Brazilian thought and belief, kinship and lineage, and how these impact issues of ethnicity, gender, and socioeconomic status in contemporary society. Students will acquire a better understanding of how racial identity and its convergence with other identity constructs (e.g., gender, socioeconomic status, etc.) shape Brazilian society.

In the first half of the course, students will be introduced to the history and culture of Brazil by exploring the 400-year history of the slave trade and slavery in Brazil, during which time the Portuguese transported millions of Africans to the region to labor in mines and on plantations. Students will gain an understanding of the deep African cultural influences in Brazil alongside the complicated and nuanced definitions of “race” in Brazil. During the second half of the course, students will learn about crucial contemporary issues in Brazil such as affirmative action, poverty, and youth culture, including the widespread hip-hop movement.

Through a combination of lectures, readings, and multi-media educational tools, students will learn about the unique traditions in Bahia as well as the challenges that social inequality, modernization, urbanization and tourism present. We will focus particularly on race relations in Bahia and the formation of Afro-Brazilian identity, cultural expressions, and innovations. Through a combination of lectures, readings, and projects, students will learn about Brazil in general and the contrasts between the culturally rich state of Bahia and the United States.

d) How do the written assignments address the GE category expected learning outcomes?

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, and writing assignments.

Students are expected to come to class prepared to discuss the course material and to participate actively in class discussions. The midterms will be in-class examinations covering lectures and readings. There will be a term identification section and a series of short-answer questions. For undergraduate students, the final examination will be a cumulative exam, covering material from the entire semester. The examinations, which focus on narrative style short-answers and term identification, will require students to demonstrate their ability to write insightfully and analytically about what they have learned throughout the semester.

GE Assessment Plan

a) Description of the specific methods the faculty will use to demonstrate that the aggregate of their students are achieving the goals and expected learning outcomes of this GE category.

Instructors plan to use direct measures such as embedded questions on the midterm examination and final examination to determine that learning outcomes have been achieved. Students are also expected to understand basic greetings, salutations, common expressions and directions in Portuguese before they can successfully complete the course. Instructors will administer a pre- and post test (on the first and last day of the course) to ensure that students have improved their understanding of Brazilian history and culture.

b) Explanation of the level of student achievement expected

Students are expected to maintain regular attendance, to come to class prepared to discuss the course material, and to participate actively in class discussions. Students are expected to complete all assignments and to obtain at least a passing grade in each area of evaluation.

c) What will the faculty define as “success” in terms of student achievement of learning outcomes?

Instructors will consider student achievement “successful” if at least 85% of students answer the embedded questions accurately and demonstrate significant improvement on the post-test. An equal percentage of the students should also be able to understand basic greetings, salutations, common expressions and directions in Portuguese.

d) Description of follow-up/feedback process

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.

Response to Contingencies and Recommendations for AAAS 5485.03

Contingencies:

- 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 that information on pages 2 and 3

Recommendations:

- The two other decimalized versions of the course, 5485.01 and 5485.02, have English 1110 as a prerequisite. Shouldn't this be the same for 5485.03?. If so, please add to form in curriculum.osu.edu.

RESPONSE: We will add English 1110 as a prerequisite

- 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 altered appropriately

- Clarify the class attendance policy. Need to specify how many points will be taken away for each unexcused absence. Is the following statement necessary, "Excessive absences will negatively affect a student's grade"? Indeed, the previous sentence does say that the student's grade will be affected and the rest of the sentence after that says that 4 or more unexcused absences will result in automatic failure. If the statement is necessary, what is meant by "excessive"? Is that different or identical to 4 or more unexcused absences?

RESPONSE: This language has been altered to clarify the policy

- Rethink necessity for "submission of assignment" policy since for this class no assignments are submitted.

RESPONSE: This language has been removed

From: [Vankeerbergen, Bernadette](#)
To: [Seagraves, Tanina](#); [Goings, Kenneth](#); [Bogarty, Melinda](#)
Cc: [Newsum, Horace](#); [Heysel, Garrett](#); "alexander.282@gmail.com"
Subject: FW: Afro-Brazilian courses
Date: Friday, July 12, 2013 3:26:20 PM

Hello,

The two courses that Fernando Unzueta gave SPPO concurrence for in early May are still in the unit's queue:

AAAS 5485.03: <https://curriculum.osu.edu/curriculum/course.jsf?id=1023167&scid=24918>

AAAS 5798.03: <https://curriculum.osu.edu/curriculum/course.jsf?id=1023168&scid=24908>

These courses were fine-tuned via e-mail in the Spring and are ready for review. Could someone please advance those courses so that we can put them on the agenda for faculty review when curriculum committees start back up?

(I will attach the concurrence below when the courses reach my queue and I will also change the effective date to SP14.)

Many thanks!

Bernadette

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From: Unzueta, Fernando
Sent: Monday, May 06, 2013 12:51 PM
To: Newsum, Horace
Cc: Vankeerbergen, Bernadette
Subject: RE: Afro-Brazilian courses

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