**GE Rationale**

**AFAMAST 3260: Global Black Cultural Movements**

1. **How do the course objectives address the GE category expected learning outcomes?**

Using lecture, written exams, and oral discussions, this section of this course will focus specifically on hemispheric studies in the Americas, examining black cultural movements emerging after emancipation through the present. Covering modernist movements in the US, Cuba, Brazil, and the Francophone Caribbean and moving to the Black Arts and Black Power movements, Caribbean Creolité, and Brazilian youth movements, this course considers the ways people of African descent in the Americas have used cultural productions--literature, poetry, film, music, visual art, and performance--in order to construct identities; agitate for equality; and to understand *aesthetics* as both political and beautiful. Analysis of the texts will carefully consider historical, social, and political context of the cultural productions. And attention will be paid to the absence and presence of critical gender and sexual consciousness in both the formation of each cultural movement, as well as the creative productions coming out of each movement. This focus contributes to students better understanding the pluralistic nature of institutions, society, and culture in the United States and globally. Because the course takes an interdisciplinary approach through the study of various cultural forms--visual art, literary texts, film, music, and performance--it helps students to understand political, social, economic, and philosophical realities that function as impetus for the cultural movements and subsequent cultural productions. Considering the political, economic, social, and philosophical underpinnings of black cultural movements helps students to recognize the role of national and international diversity in shaping their own attitudes and values as global citizens, because it pushes them to think about experiences and ideas that may or may not be aligned with their own.

1. **How do the readings assigned address the GE category expected learning outcomes?**

The course readings provide an examination of pluralism within the U.S. and globally by focusing on people of African descent. The course material is interdisciplinary, which ensures that students gain an understanding of a wide array of disciplinary aspects of the cultures and people. The idea of cultural pluralism is centered in this course through the comparative analysis of black cultural movements. Black cultural movements have functioned as the artistic arm of political movements. As such, black cultural movements have been invested in the acceptance and full incorporation of racialized and ethnically marginalized people of African descent. Examining these political efforts as they manifest through culture will all students to understand how the “personal is political,” while also gaining a new or stronger grasp of why national and international diversity matters. The Haitian Revolution, as imagined through Cuban novelist Alejo Carpentier’s *The Kingdom of this World,* and the Revolution’s bearing on both cultural productions, as well as U.S. and French politics and economies is one example. Critical inquiry around the purpose of art (propaganda or aesthetic) during the New Negro Movement in the U.S. and the question of national racial identity in Brazil during the Modernist Movement demonstrates transhemispheric synergies, yet comparative analysis also demands attention to the very different ways in which these nations addressed race and the desire or resistance toward national diversity.

1. **How do the topics address the GE category expected learning outcomes?**

Through the comparative geographies the course topics call upon students to identify both similarities and differences around national politics relating to race. The comparative geographical focus also compels students to see the way in which *blackness* is defined and functions differently in different nations/regions. Thus, students will see that within blackness there is a diversity of experiences and ideas. While the course topics are designed to draw attention to cross-cultural and transhemispheric continuities and discontinuities, it is also intended to ask students to consider what it means for African descended people to be global citizens in a world in which, for many centuries, they have been socially, politically, and economically marginalized. Within that marginalization, it becomes important to also explore the multidimensionality of identity and how, when coupled with race, gender, sexuality, class, and nation produce complex cultural productions and dialogues around diversity.

1. **How do written assignments address the GE category expected learning outcomes?**

The written assignments are designed to assess students’ knowledge of the course material and their ability to critically engage it. The exams will be take home and cover lectures and assigned readings. The passage identification section of the exam asks students to demonstrate close reading skills. The short essay questions will ask students to think critically about how race bears upon black cultural productions and their use as political tools. Participation through close, thoughtful reading and regular, engaged participation in the classroom creates a robust learning atmosphere that enables students to think more critically about diversity and its ramifications at home and abroad.

**GE Assessment Plan**

**[Global Diversity]**

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| GE Expected Learning Outcomes | Methods of Assessment \*Direct are required; indirect are encouraged. | Level of student Achievement expected for the ELO. | What is the process that will be used to review the data and potentially change the course to improve student learning of ELOs? |
| 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. | In class discussions, as well as small group discussions that require direct engagement with the text.  Written take-home essay exam that asks students to identify and analyze either the political, cultural, social, or economic context of a written or visual text. | 80% of students expected to meet satisfactory or above on the 3-point scale below.   1. Exemplary comprehension of issues specific to particular nations and above average ability to thoughtfully analyze issues. 2. Satisfactory comprehension of issues and basic ability to analyze. 3. Unsatisfactory comprehension of issues due to lack of attendance, engagement with course material, or failure to submit work. | Students will begin the term with a short geography quiz and self-reflective narrative of how they position themselves in the world. The data will be used to gauge the viewpoints and prior experiences of students in order shape the course trajectory. |
| Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. | In class discussions that comparatively analyze two or more nations in regards to cultural beliefs and productions, political structure, social systems, physical geography, and language.  Written take-home essay exam that asks students to critically analyze terms such as diversity, citizenship, and knowledge as it relates to the study of people and cultures positioned marginally in global society due to race and ethnicity. | 80% of students expected to perform satisfactorily or above on the 5-point scale below.   1. Excellent analysis supported by always engaging the text and robust oral participation. 2. Good analysis supported by regularly engaging the text and frequent oral participation. 3. Satisfactory ability to recognize basic arguments and occasional oral participation. 4. Limited ability to analyze text critically and infrequent oral participation. 5. Unsatisfactory engagement with the text and no oral participation. | In class discussions will provide data about which texts they fill most helped and which were least helpful in shaping and re-shaping their own attitudes and values as global citizens, and the discussions will help inform structure and content of future courses.  Students will write a short reflective narrative that addresses what viewpoints, if any, might have changed at the end of term. |