

## Term Information

Effective Term Autumn 2017

## 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 2300  
Course Title Issues in the Contemporary Black World  
Transcript Abbreviation Iss Cont Blk World  
Course Description This interdisciplinary course examines contemporary issues affecting people of African descent on the continent and throughout its Diaspora. The course will call upon students to consider how race, ethnicity, national origin, gender, sexuality, and religion affect African-descended people in their daily lives, in cultural productions, and in relation to state power.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
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, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors)

## Course Details

### **Course goals or learning objectives/outcomes**

- become familiar with contemporary social, political, economic, cultural issues of Africa and its Diaspora.
- consider the implications for the differences between race and ethnicity on the lived experience of blackness in differing geographies

### **Content Topic List**

- 21st century African migration and immigration
- the role of social media in social justice organizing and protest
- intersectional identity
- human rights and asylum
- structural racism in the US
- identity and belonging in cultural productions;
- decolonization
- natural disasters and economic development

## Attachments

- GERationaleAFAMAST2300IssuesintheContemporaryBlackWorld.docx: AAAS GE Rationale  
*(Other Supporting Documentation. Owner: Austin,Curtis J)*
- AAAS UG Curriculum Map 2016.3.docx: AAAS Curriculum MAP  
*(Other Supporting Documentation. Owner: Austin,Curtis J)*
- GE Assessment 2300.docx  
*(GEC Course Assessment Plan. Owner: Austin,Curtis J)*
- Syllabus IssuesintheContemporaryBlackWorld 1.11 updated.docx  
*(Syllabus. Owner: Austin,Curtis J)*

## Comments

- See 11-29-16 e-mail to C Austin and M Workman. *(by Vankeerbergen,Bernadette Chantal on 11/29/2016 03:24 PM)*
- Please see comments from previous revision request. Topic and Goals comments and GE rationale request information as in the last request for revision.

Returned at C. Austin's request of 10/7. I think that if you would like to remove one GE I'd remove the Social Science GE but it is really the dept's decision.

On the syllabus (not the GE rationale) there is mention of 2 GE programs. Please make sure that the syllabus and the GE rationale match. *(by Heysel,Garett Robert on 11/07/2016 04:59 PM)*

- I'm asking for your advice. If I were to ask the course author to remove one of the GEs, which one would you recommend? *(by Austin,Curtis J on 09/22/2016 01:28 AM)*

**COURSE REQUEST**  
2300 - Status: PENDING

Last Updated: Heysel,Garett Robert  
01/17/2017

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Austin,Curtis J	09/16/2016 08:56 PM	Submitted for Approval
Approved	Austin,Curtis J	09/16/2016 08:59 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	09/21/2016 07:35 PM	College Approval
Submitted	Austin,Curtis J	09/22/2016 01:28 AM	Submitted for Approval
Approved	Austin,Curtis J	09/22/2016 01:28 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	10/13/2016 12:03 PM	College Approval
Submitted	Heysel,Garett Robert	11/07/2016 04:59 PM	Submitted for Approval
Approved	Austin,Curtis J	11/08/2016 11:52 AM	Unit Approval
Approved	Heysel,Garett Robert	11/14/2016 11:50 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/29/2016 03:24 PM	ASCCAO Approval
Submitted	Austin,Curtis J	01/17/2017 02:48 PM	Submitted for Approval
Approved	Austin,Curtis J	01/17/2017 02:51 PM	Unit Approval
Approved	Heysel,Garett Robert	01/17/2017 02:56 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	01/17/2017 02:56 PM	ASCCAO Approval

**The Ohio State University**  
**AFAMAST 2300: Issues in the Contemporary Black World**  
**Department of African American & African Studies**  
**Class Meeting Days/Times**  
**Class Location**

**Instructor**

**Office Location**

**Email**

**Office Hours**

**Course Description**

This interdisciplinary course examines contemporary issues affecting people of African descent on the continent and throughout its Diaspora. Topics discussed include: 21st century African migration and immigration; structural racism in the US; human rights and asylum; intersectional identity; the role of social media in social justice organizing and protest; identity and belonging in cultural productions; decolonization; and natural disasters and economic development. The course will call upon students to consider how race, ethnicity, national origin, gender, sexuality, and religion affect African-descended people in their daily lives, in cultural productions, and in relation to state power. In each instance, students will analyze how the issues are addressed and negotiated. And, when appropriate, consideration will be given to global perspectives on local issues.

**Course Objectives**

- To become familiar with contemporary social, political, economic, and cultural issues affecting Black Africa and its Diaspora.
- To consider the implications for the differences between race and ethnicity on the lived experience of blackness in differing geographies.
- To analyze the relationship between Africa and its Diaspora and the rest of the world.

**GE: Diversity: Global Studies**

***Goals***

Students 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.

### ***Expected Learning Outcomes***

1. 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.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

### **Required Texts**

Houston A. Baker, Jr. *Turning South Again: Re-Thinking Modernism, Re-Reading Booker T. Boatema Boateng, The Copyright Thing Doesn't Work Here: Adinkra and Kente Cloth and Intellectual Property in Ghana*

Marilyn Halter and Violet Showers Johnson, *African & American: West Africans in Post-Civil Rights America*

Monique Morris, *Pushout: The Criminalization of Black Girls in Schools*

Mary Pattillo. *Black picket fences: Privilege and peril among the black middle class*. University of Chicago Press, 2013.

Filomina Steady. *Environmental justice in the new millennium: Global perspectives on race, ethnicity, and human rights*. Springer, 2009.

### **Assignments**

20% Participation

40% Issues Paper 1

Abstract & Annotated Bibliography (10 %)

Paper (30%)

40% Issues Paper 2

Abstract & Annotated Bibliography (10%)

Paper (30%)

### **OSU Standard Grade Scheme**

93 - 100 (A)

90 - 92.9 (A-)

87 - 89.9 (B+)

83 - 86.9 (B)

80 - 82.9 (B-)

77 - 79.9 (C+)

73 - 76.9 (C)

70 - 72.9 (C-)

67 - 69.9 (D+)

60 - 66.9 (D)

Below 60 (E)

*Participation:* Regular and engaged participation is expected. Students are expected to arrive to class having completed all assigned reading and be ready to participate in thoughtful and lively discussion. Unexcusable absences and any accrued absences beyond four (4) will adversely affect your participation grade and potentially your final course grade. Tardies and early departures are disruptive and should be avoided; they, too, will affect your participation grade. Documented excusable absences include: bereavement, hospitalization, contagious illness, or severe injuries.

*Issues Paper 1:* This 4-6 page paper will expand on a topic addressed in class through additional research. This paper is not a report that offers an overview on the topic; it is a thesis-driven paper that incorporates evidence and analysis to support your argument. Prior to writing your paper, you will submit an abstract and annotated bibliography that includes five (5) annotations and five (5) additional sources you consulted.

*Issues Paper 2:* This 8-10 page paper differs from the previous paper in that you will select a topic not covered in class. The topic must address a noteworthy contemporary issue in Africa or its Diaspora. The field/disciplinary focus is open, but topics must first be approved by the instructor. Prior to writing your paper, you will submit an abstract and annotated bibliography that includes five (5) annotations and five (5) additional sources you consulted.

### **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 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>.”

## **Disability Services**

“Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).”

### Weekly Schedule

#### **Week One: Contextualizing Africanness & Blackness**

The Invention of Race (Lecture)

Trans-Atlantic Roots & Routes (lecture)

#### **Week Two: Black Lives Matter**

Cooper, Frank Rudy. "Who's the Man-Masculinties Studies, Terry Stops, and Police Training." *ColUM. J. genDer & l.* 18 (2008): 671.

Brunson, Rod K., and Jacinta M. Gau. "Officer race versus macro-level context a test of competing hypotheses about black citizens' experiences with and perceptions of black police officers." *Crime & Delinquency* 61, no. 2 (2015): 213-242.

MacDorman, Marian F. "Race and ethnic disparities in fetal mortality, preterm birth, and infant mortality in the United States: an overview." In *Seminars in perinatology*, vol. 35, no. 4, pp. 200-208. WB Saunders, 2011.

Michael Dumas, “(Re)Imagining Black Boyhood: Toward a Critical Framework for Educational Research” *Harvard Educational Review* (2016)

Monique Morris, *Pushout: The Criminalization of Black Girls in Schools*

#### **Week Three: Down with Rhodes & Social Unrest**

Francis B. Nyamnjoh. “Black Pain Matters: Down with Rhodes” in *#RhodesMustFall: Nibbling at Resilient Colonialism in South Africa*

Xolela Mangcu (2016). Decolonizing South African Sociology. *Du Bois Review: Social Science Research on Race*, 13, pp 45-59. doi:10.1017/S1742058X16000072.

Currier, Ashley. "Arrested Solidarity: Obstacles to Intermovement Support for LGBT Rights in Malawi." *WSQ: Women's Studies Quarterly* 42, no. 3 (2014): 146-163.

Gunner, Liz. "Jacob Zuma, the social body and the unruly power of song." *African affairs* 108, no. 430 (2009): 27-48.

#### **Week Four: Exporting Africa**

Boatema Boateng, *The Copyright Thing Doesn't Work Here: Adinkra and Kente Cloth and Intellectual Property in Ghana*

Khosla, Pooja. "Intra-Regional Trade In Africa And The Impact Of Chinese Intervention: A Gravity Model Approach." *Journal of Economic Development* 40, no. 4 (2015): 41.

Benedict, Olumide Henrie, and Wilfred Isioma Ukpere. "Brain drain and African development: Any possible gain from the drain?." *African Journal of Business Management* 6, no. 7 (2012): 2421.

#### **Week Five: Appropriating Blackness & Writing Blackness**

Spike Lee, *Bamboozled*

Neal, Mark Anthony. "White chocolate soul: Teena Marie and Lewis Taylor." *Popular Music* 24, no. 03 (2005): 369-380.

Brooks, Daphne A. "'This voice which is not one': Amy Winehouse sings the ballad of sonic blue (s) face culture." *Women & Performance: a journal of feminist theory* 20, no. 1 (2010): 37-60.

Toni Akindele, "Writers of Color Speak Out on Twitter #HireBlackWriters"  
[http://m.essence.com/2016/07/01/writers-color-speak-out-twitter-hireblackwriters?xid=essence\\_socialflow\\_facebook](http://m.essence.com/2016/07/01/writers-color-speak-out-twitter-hireblackwriters?xid=essence_socialflow_facebook)

#### **Week Six: Immigration**

Marilyn Halter and Violet Showers Johnson, *African & American: West Africans in Post-Civil Rights America*



“We Are Scared: Africans in India Say Racism Is Constant”

[https://www.yahoo.com/news/africans-india-face-constant-battles-racism-041009722.html?soc\\_src=mail&soc\\_trk=ma](https://www.yahoo.com/news/africans-india-face-constant-battles-racism-041009722.html?soc_src=mail&soc_trk=ma)

“President Mukherjee’s visit strengthens Indian-African economic ties”

[http://www.theafricancourier.de/business/president-mukherjees-visit-strengthens-indian-african-economic-ties/?utm\\_source=CleverReach&utm\\_medium=email&utm\\_campaign=Newsletter+July+01&utm\\_content=Mailing\\_10172206](http://www.theafricancourier.de/business/president-mukherjees-visit-strengthens-indian-african-economic-ties/?utm_source=CleverReach&utm_medium=email&utm_campaign=Newsletter+July+01&utm_content=Mailing_10172206)

Edmondson, Belinda. "The myth of Black immigrant privilege." *Anthurium: A Caribbean Studies Journal* 4, no. 1 (2006): 16.

Ifatunji, Mosi Adesina. "A TEST OF THE AFRO CARIBBEAN MODEL MINORITY HYPOTHESIS." *Du Bois Review: Social Science Research on Race* 13, no. 01 (2016): 109-138.

Kimberly A Griffin, Wilfredo del Pilar, Kadian McIntosh and Autumn Griffin. "“Oh, of course I’m going to go to college”": Understanding the role of habitus in the college choice process of Black immigrant college students" *Journal of Diversity in Higher Education* Vol. 5 Iss. 2 (2012)

### **Week Seven: Migration**

Houston A. Baker, Jr. *Turning South Again: Re-Thinking Modernism, Re-Reading Booker T.*

Goetz, Edward. "Gentrification in Black and White The Racial Impact of Public Housing Demolition in American Cities." *Urban Studies* 48, no. 8 (2011): 1581-1604.

Hunter, Marcus Anthony, Mary Pattillo, Zandria F. Robinson, and Keeanga-Yamahtta Taylor. "Black Placemaking: Celebration, Play, and Poetry." *Theory, Culture & Society* (2016): 0263276416635259.

Bartlett, Lesley. "South-South migration and education: The case of people of Haitian descent born in the Dominican Republic." *Compare: A Journal of Comparative and International Education* 42, no. 3 (2012): 393-414.

### **Week Eight**

Library Day

Fall Break

### **Week Nine: The Circum-Caribbean: Rights & Identity**

Alexander, M. Jacqui. "Not just (any) body can be a citizen: The politics of law, sexuality and postcoloniality in Trinidad and Tobago and the Bahamas." *Feminist Review* 48, no. 1 (1994): 5-23.

Dixson, Adrienne D., Kristen L. Buras, and Elizabeth K. Jeffers. "The color of reform race, education reform, and charter schools in Post-Katrina New Orleans." *Qualitative Inquiry* 21, no. 3 (2015): 288-299.

Simmons, Kimberly Eison. "Constructing and promoting African Diaspora identity in the Dominican Republic: the emergence of Casa de la Identidad de las Mujeres Afro." *African and Black Diaspora: An International Journal* 5, no. 1 (2012): 123-133.

Gates Jr, Henry Louis, Elio Rodríguez Valdés, and Alejandro de la Fuente. "Race and Racism in Cuban Art." *Transition: An International Review* 108 (2012): 33-51.

### **Week Ten: The Black Middle Class: The US & UK**

Gillborn, David, Nicola Rollock, Carol Vincent, and Stephen J. Ball. "'You got a pass, so what more do you want?': race, class and gender intersections in the educational experiences of the Black middle class." *Race Ethnicity and Education* 15, no. 1 (2012): 121-139.

Catherine Ruetschlin and Dedrick Asante-Muhammad. Report. *The Challenge of Credit Card Debt for the African American Middle Class*.

[http://www.demos.org/sites/default/files/publications/CreditCardDebt-Demos\\_NAACP\\_0.pdf](http://www.demos.org/sites/default/files/publications/CreditCardDebt-Demos_NAACP_0.pdf)

Pattillo, Mary. *Black picket fences: Privilege and peril among the black middle class*. University of Chicago Press, 2013.

### **Week Eleven: Toxic Torts**

Gostin, Lawrence O. "Lead in the Water: A Tale of Social and Environmental Injustice." *JAMA* 315, no. 19 (2016): 2053-2054. <http://jama.jamanetwork.com/article.aspx?articleID=2521956>

Taylor, Jacquelyn Y., Michelle L. Wright, and David Housman. "Lead toxicity and genetics in Flint, MI." *npj Genomic Medicine* 1 (2016): 16018.

Steady, Filomina. *Environmental justice in the new millennium: Global perspectives on race, ethnicity, and human rights*. Springer, 2009.

### **Week Twelve: Hegemony, Language & Curriculum**

<http://www.npr.org/sections/goatsandsoda/2015/06/25/417174187/teens-make-film-in-broken-english-to-explain-why-theyll-fail-english>

Soudien, C. "Of false-starts, blind spots, cul-de-sacs and legitimacy struggles: the curriculum debate in South African higher education." (2016).

Prinsloo, Estelle H. "The role of the Humanities in decolonising the academy." *Arts and Humanities in Higher Education* 15, no. 1 (2016): 164-168.

Bosch, Tanja. "Twitter activism and youth in South Africa: the case of# RhodesMustFall." *Information, Communication & Society* (2016): 1-12.

### **Week Thirteen**

Research & Conferences

### **Week Fourteen**

Issues Presentation & Thanksgiving Break

### **Week Fifteen**

Issues Presentation

## **GE Rationale**

### **AFAMAST 2300: Issues in the Contemporary Black World**

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

Using lecture, written assignments, and oral discussions, this course attends to contemporary issues affecting people of the African descent on the continent and throughout its Diaspora. This focus takes into account how race, ethnicity, national origin, gender, sexuality, and religion affect African-descended people in their daily lives, in cultural productions, and in relation to state power. 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 simultaneous exploration of politics, social policies, cultural productions, philosophies, and physical geographies, it offers students a critical understanding of these aspects as they relate to one or more peoples and cultures outside of the U.S. Considering these issues in relationship to Africa and its Diaspora 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.

#### **b) 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 in Africa, the Americas, and Europe. The course material is interdisciplinary, which ensure that students gain an understanding of a wide array of disciplinary aspects of the cultures and people. Boatema Boateng, *The Copyright Thing Doesn't Work Here: Adinkra and Kente Cloth and Intellectual Property in Ghana*, for example, challenges students to consider issues around cultural appropriation and neoliberal capitalism as it relates to Ghanaian textile production. That analysis ties into the collection of readings examining cultural appropriations within African American musical production. Similarly, the issue of global black diversity is explored through attention to various issues related to immigration and incorporation. Other topics include: social movements, class differences, environmental inequalities, and education.

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

The course topics are designed to be broad, both geographically and disciplinarily, in order to provide students with breadth. The topics are also designed to change as necessary due to the "contemporary" shifts and changes within Africa and its Diaspora. The fluidity of topics and ideas, then, is indicative of how peoples and cultures are not stagnant--as has historically been proposed of Africa--but change with time and space. The selected topics for this iteration of the course seek to enable students to register Africa and its Diaspora as sites of critical inquiry, unique cultural productions, and as participants in dialogues important to society at large. The topics--immigration/migration, intellectual property rights, cultural appropriation, language and

curriculum, social movements, education, environmental injustice, and rights and identity--speak to the pluralism of the Africana world, while considering the ways in which African descended people work to navigate and define themselves within the world.

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

The written assignments are designed to enable students to more closely analyze a topic from the syllabus. The writing assignments are process-based, with the goal that such a design will help students to develop strong research and analysis skills. Requiring students to first write an abstract helps them to hone in on a particular idea, which helps to ensure their papers will be narrowly focused. The abstract is also useful in the general sense of honing a skill useful across academic disciplines and later in the work force. The annotated bibliography has a synergistic relationship with the abstract, as it, too, helps students to produce carefully crafted arguments. The annotated bibliography will help students to collect and evaluate their sources prior to beginning to write their papers. Annotated bibliographies also expose students to the diversity of research materials and resources available to them through the library. While the first, shorter paper focuses on a topic already discussed in class and allows students to delve more deeply into it, the second, longer paper is intended to push students even more in the area of research. The second paper requires students to identify a contemporary topic of importance to the Black world that is not included on the syllabus. This will require not only research but also analysis, as students will need to weigh and evaluate which topics ought to be considered of relevance to a broad subset of a particular population of comparative groups. 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**

**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 will use direct measures of student achievement through evaluation of the quality of the content and organization of paper abstracts, research papers, and the annotated bibliography. In assessing the abstracts, the instructor will expect the students to have completed prior research so that they can identify a narrow issue and articulate why it is important and how they will address it in the larger paper. The research paper will demonstrate students' ability to understand an issue, collected relevant data/evidence related to that issue, incorporate said data/evidence that is most compelling for supporting their argument, and analyze for the reader how their evidence proves their claim(s). The annotated bibliography will indicate how effectively students utilized research databases, as well as the students' ability to evaluate sources for usefulness in relationship to their own topic/argument. Less direct measure include assessing how engaged students are in class, as well as how closely they have read the course material which can be demonstrated through their ability or inability to identify specific passages in written texts or specific scenes in films. An additional method is assessing the

student's ability to make connections between material covered in different sections of the course.

**b) Explanation of the level of student achievement expected.**

Students are expected to attend class regularly and to be actively engaged in discussion. It is expected that all assigned course material for the day will have been read and students will have, in some manner, recorded their ideas and questions to share with the class. Students are expected to complete all assignments and to follow directions. A measure of success on the paper assignments will be if no more than 15% of the enrolled students receive a grade lower than C-.

**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 are able to collect research materials, evaluate the usefulness of those materials, and write an analysis of the selected topic that incorporates the research sources into their essays in an organized manner.

**d) Description of follow-up/feedback process.**

The instructor will collect and assess all data generated from written assignments, class participation, SEI data, and discursive course evaluations in order to record them and make results available to future instructors of the course. Any necessary or recommended adjustments to better meet the Goals and ELOs will be noted and archived for future instructors.

**AAAS 2300 Assessment Plan  
[Global Diversity]**

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.	<p>In class discussions, as well as small group discussions that require direct engagement with the text.</p> <p>Written paper that asks students to expand on a topic addressed in class through additional research.</p>	<p>80% of students expected to meet satisfactory or above on the 3-point scale below.</p> <ol style="list-style-type: none"> <li>1. Exemplary comprehension of issues specific to particular nations and above average ability to thoughtfully analyze issues.</li> <li>2. Satisfactory comprehension of issues and basic ability to analyze.</li> <li>3. Unsatisfactory comprehension of issues due to lack of attendance, engagement with course material, or failure to submit work.</li> </ol>	<p>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.</p>
Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	<p>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.</p>	<p>80% of students expected to perform satisfactorily or above on the 5-point scale below.</p> <ol style="list-style-type: none"> <li>1. Excellent analysis supported by always engaging the text and robust oral participation.</li> <li>2. Good analysis</li> </ol>	<p>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</p>

		<p>supported by regularly engaging the text and frequent oral participation.</p> <ol style="list-style-type: none"><li>3. Satisfactory ability to recognize basic arguments and occasional oral participation.</li><li>4. Limited ability to analyze text critically and infrequent oral participation.</li><li>5. Unsatisfactory engagement with the text and no oral participation.</li></ol>	<p>inform structure and content of future courses.</p> <p>Students will write a short reflective narrative that addresses what viewpoints, if any, might have changed at the end of term.</p>
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<b>Program Learning Goals</b>			
	<b>Goal A:</b> Demonstrate an understanding of the cultural, socio-political, and historical formations, connections, Conditions, and transformations evident throughout the African World.	<b>Goal B:</b> Identify, critique, and appreciate the intersections between race, class, gender, ethnicity, and sexuality from the historical and existential perspectives of African and African- descended peoples.	<b>Goal C:</b> Implement interdisciplinary research methods and methodological perspectives applicable to advanced study, community development, and public service.
<b>Core Courses</b>			
2101	Beginning	Intermediate	
2201	Beginning	intermediate	
3310	Intermediate		
3440	Intermediate	Advanced	Beginning
4921	Intermediate	Advanced	Intermediate
4788	Intermediate	Intermediate	Advanced
<b>Representation and Performance Cognate Area Courses</b>			
2251	Beginning		
2253	Beginning		
2281	Beginning		
2270	Beginning	Beginning	
2288	beginning	Beginning	
2367	Intermediate	Intermediate	
3200	Intermediate		
3342H	Intermediate		
3451	Intermediate		
3376	Intermediate		
4378	Advanced		
4460	Advanced		Intermediate
4551	Advanced		Intermediate
4571	Advanced		Intermediate
4582	Advanced		Intermediate
4584H	Advanced		Intermediate
<b>Social Issues, Community Development, &amp;</b>			

<b>Public Service Cognate Area Courses</b>			
<b>2218</b>	beginning		
<b>2261</b>	beginning	beginning	
<b>2290</b>	beginning	beginning	
<b>2291</b>	beginning	beginning	
<b>2327</b>	beginning		
<b>3230</b>	Intermediate	Intermediate	
<b>3361</b>	Intermediate	Intermediate	
<b>3440</b>	Intermediate	Advanced	Beginning
<b>4504</b>	Advanced	Intermediate	Intermediate
<b>4561</b>	Advanced		Intermediate
<b>4570</b>	Advanced		Intermediate
<b>4921</b>	Intermediate	Advanced	Intermediate
<b>5189S</b>		Intermediate	Advanced
<b>5240</b>	Advanced		
<b>Histories, Cultures, Languages, &amp; Literatures Cognate Area Courses</b>			
<b>2367.01</b>	Beginning		Beginning
<b>2367.02</b>		Beginning	
<b>2251</b>	Beginning		
<b>2253</b>	Beginning		
<b>2281</b>	Beginning		
<b>3342H</b>	Intermediate		
<b>3376</b>	Intermediate		
<b>3451</b>	Intermediate		
<b>4342</b>	Advanced		
<b>4452</b>	Advanced		Intermediate
<b>4453</b>	Advanced		Intermediate
<b>4460</b>	Advanced		Intermediate
<b>4551</b>	Advanced		Intermediate
<b>4527</b>	Advanced	Intermediate	Intermediate
<b>4571</b>	Advanced		Intermediate
<b>4584H</b>	Advanced		Intermediate
<b>5485.01</b>	Advanced		Intermediate
<b>5485.02</b>	Advanced		Intermediate
<b>5798</b>	Advanced		Intermediate
<b>Race, Ethnicity, Gender, &amp; Sexuality Cognate Area Courses</b>			
<b>2367.02</b>		Beginning	Beginning

<b>2261</b>	Beginning	Beginning	
<b>2291</b>	Beginning	Beginning	
<b>2243</b>	Beginning	Beginning	
<b>3230</b>	Intermediate	Intermediate	
<b>4527</b>	Advanced	Intermediate	Intermediate
<b>4535</b>	Advanced	Advanced	Intermediate
<b>4921</b>	Intermediate	Advanced	Intermediate
<b>3440</b>	Intermediate	Advanced	Beginning