

## Term Information

Effective Term Spring 2019  
*Previous Value* Summer 2012

## Course Change Information

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

Addition of two GE categories: Diversity (Global Studies) and Literature

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

Addition of GEs may boost enrollment in this course and perhaps attract students to the AAAS major and minor degree programs

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

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

There is the potential to attract more majors and minors to AAAS by boosting enrollment in this course

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

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2253
Course Title	Introduction to Caribbean Literature
Transcript Abbreviation	Intro Carib Lit
Course Description	An introduction to Caribbean literature with a focus on prose, poetry, and drama.
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	Sometimes
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

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**Prerequisites/Corequisites**

**Exclusions**

**Electronically Enforced** No

**Cross-Listings**

Cross-Listings

**Subject/CIP Code**

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

**Requirement/Elective Designation**

General Education course:

Literature; Global Studies (International Issues successors)

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

***Previous Value***

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

**Course Details**

**Course goals or learning objectives/outcomes**

- To register how the social construction of race influences the cultural productions and political ideologies of Africans in the Americas.
- To encourage students to make transhemispheric connections between black cultural movements in the Americas.
- To help students hone critical thinking skills through comparative analysis of ideas.
- To help students hone close reading skills through focused analysis on cultural texts.
- To consider how the historical, political, and social contexts inform the cultural productions and ideologies shaping cultural movements.

***Previous Value***

**Content Topic List**

- Folk culture
- Post-colonial literature
- Folk tales
- Oral tradition
- Anglophone literature
- Creolization and hybridity
- Migration and transculturation

**Sought Concurrence**

No

**COURSE CHANGE REQUEST**  
2253 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/17/2018

**Attachments**

- AAAS\_2253\_Syllabus.pdf: Syllabus (GE update)  
*(Syllabus. Owner: Skinner, Ryan Thomas)*
- AAAS\_2253\_GE\_Rationale.pdf: GE Rationales  
*(Other Supporting Documentation. Owner: Skinner, Ryan Thomas)*
- AAAS\_2253\_GE\_Assessments.pdf: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Skinner, Ryan Thomas)*

**Comments**

- - Please change effective term to Spring 2019. Panel meetings are over for the academic year. Meetings will resume in early Fall.  
- Please make sure to check off GE categories on form in curriculum.osu.edu *(by Vankeerbergen, Bernadette Chantal on 04/30/2018 09:30 PM)*
- Please note that since we are currently reviewing the GE, approval on this will likely not grandfather "grand parent" approval in whatever new GE categories might be. *(by Heysel, Garrett Robert on 04/30/2018 08:20 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Skinner, Ryan Thomas	04/30/2018 03:24 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	04/30/2018 03:43 PM	Unit Approval
Approved	Heysel, Garrett Robert	04/30/2018 08:20 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/30/2018 09:31 PM	ASCCAO Approval
Submitted	Skinner, Ryan Thomas	04/30/2018 10:04 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	04/30/2018 10:05 PM	Unit Approval
Approved	Heysel, Garrett Robert	05/02/2018 11:47 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	05/02/2018 11:47 AM	ASCCAO Approval

**The Ohio State University**  
**AFAMAST 2253: Introduction to Caribbean Literature**  
**Department of African American & African Studies**

Class Meeting Days/Times

Class Location

Instructor

Office Location

Email

Office Hours

**Course Description**

This course is an introduction to contemporary literature of the Anglophone (English-speaking), Francophone (French-speaking), and Hispanophone (Spanish-speaking) Caribbean. The specific focus will be on literature produced by women of Caribbean descent. Through the study of several genres—novel, short story, theatre, and political polemic—the course will examine the intersections of race, ethnicity, gender, sexuality, and nation as they shape the experiences of Caribbean life on Caribbean islands, as well as in the Caribbean diaspora in the United States and United Kingdom. Thematic attention will focus on tourism and consumption; cultural identity and negotiating colonialism; gendered violence and resistance; and coming of age narratives. As this is a literature course, weekly assignments will include reading a text in its entirety.

**Course Objectives**

- To register how the social construction of race influences the cultural productions and political ideologies of Africans in the Americas.
- To encourage students to make transhemispheric connections between black cultural movements in the Americas.
- To help students hone critical thinking skills through comparative analysis of ideas.
- To help students hone close reading skills through focused analysis on cultural texts.
- To consider how the historical, political, and social contexts inform the cultural productions and ideologies shaping cultural movements.

**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 (ELOs)***

1. **ELO 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.
  - a. **Rationale:** This course offers various literary examples of a multiplicity of voices, particularly women's voices, engaging in the political, economic, cultural, physical, social, and philosophical realities of Caribbean nations and their expression through different cultures. Evaluation of the influence of such realities on these literary voices will be a regular part of class discussion and evaluations (through quizzes, exams, and short essays).
2. **ELO 2:** Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
  - a. **Rationale:** Critical analysis of the social construction of race and how it influences cultural productions and political ideologies of Africans in the Americas, in different and similar ways, will be buttressed by discussions on and reflection of the diverse black cultural movements in the Americas. Discussions and reflections on national and international diversity, through differences and commonalities, will facilitate a better understanding of the students' relation to diversity in the world.

## **GE: Literature**

### **Goals**

Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

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

1. **ELO 1:** Students analyze, interpret, and critique significant literary works.
  - a. **Rationale:** This course introduces multiple literary texts written by Caribbean authors, who engage in diverse themes such as the colonial legacy, coming of age, the politics of creolization, and the experience of prejudice in foreign lands. Analysis, interpretation, and critique of these works will be a regular part of class discussions and evaluations (through quizzes, exams, and short essays).

2. **ELO 2:** Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.
  - a. **Rationale:** This introduction to Caribbean literature invites students to compare their own personal and social values to those of the Caribbean cultures, challenging their static worldviews by narratives that complicate the notion of citizenship and belonging, particularly since the Caribbean experience is often brought to the shores of the U.S.

### **Required Texts**

*A Brief History of the Caribbean*  
Michelle Cliff, *No Telephone to Heaven*  
Zee Edgell, *The Festival San Joaquin*  
Cristina Garcia, *Dreaming in Cuban*  
Edwidge Danticat, *The Farming of Bones*  
Jamaica Kincaid, *A Small Place*  
Paule Marshall, *Brown Girl, Brownstones*  
Julia Alvarez, *How the Garcia Girls Lost Their Accents*  
Shani Mootoo, *Cereus Blooms at Midnight*  
Oonya Kempadoo, *Buxton Spice*  
Samual Selvon, *The Lonely Londoners*

**\*Books are available at the OSU Student Book Exchange at 1806 N. High St.**

### **Grading**

15% Participation  
10% Reading Quizzes  
25% Exam 1  
25% Exam 2  
25% Exam 3

### **Assignments**

**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.

**Exams:** Three exams will be given. The content of each exam will be restricted to the section of the syllabus completed immediately preceding the exams. Exams will be comprised of two components: passage identifications/close readings; and synthesis essays analyzing multiple texts thematically/theoretically.

**Reading Quizzes:** A quiz will be given at the beginning of each class in which a new text is introduced. The quizzes will have five questions requiring short answers. If you read the assignment, you should have no problem completing the quiz--there are no trick questions!

**Short Essays:** Two short essays will be assigned. The first essay (2 double-spaced pages) will be a review of one of the novels read for and discussed in class. The review will include 1) a brief summary of the text, 2) an analysis of the main thesis of the work, 3) your own point of view and rationale of why you agree or disagree with the thesis, and 4) an example of how your point of view applies to their current realities. The second essay (2 double-spaced pages) will require an analysis of how two novels, assigned for and discussed in class, contributed to an evolution of your relation to Caribbean values.

*Further details on all assignments will be posted on Carmen and discussed during class.* If you ever have questions about either the assignments or reading, please be sure to ask in class or, if more appropriate, speak to me during office hours or an alternately scheduled time. I want to be sure you have all of the information and support you need in order to perform at your best!

### **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)

### **Policy on 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 <http://studentlife.osu.edu/csc/>.”

**“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**

8/27 Introduction & Map Exercise

8/29 *A Brief History of the Caribbean*

#### **Week Two**

9/3 Jamaica Kincaid, *A Small Place*

9/5 Edgardo Sanabria Santaliz, “After the Hurricane”

#### **Coming of Age**

#### **Week Three**

9/10 Oonya Kemadoo, *Buxton Spice*

9/12 Samuel Selvon, *Lonely Londoners*



**Week Four**

9/17 Paule Marshall, *Browngirl, Brownstones*

9/19 Paule Marshall, *Browngirl, Brownstones*

**Week Five**

9/24 Julia Alvarez, *How the Garcia Girls Lost Their Accents*

9/26 Julia Alvarez, *How the Garcia Girls Lost Their Accents*

**Negotiating Colonialism****Week Six**

10/1 Maria Irene Fornes, "The Conduct of Life"

10/3 Junot Diaz, *Drown* (selection)

**Week Seven**

10/8 Alejo Carpentier, *Kingdom of this World*

10/10 Alejo Carpentier, *Kingdom of this World*

**Week Eight**

10/15 Michelle Cliff, *No Telephone to Heaven*

10/17 Michelle Cliff, *No Telephone to Heaven*

**Week Nine**

10/22 Edwidge Danticat, *The Farming of Bones*

10/24 Edwidge Danticat, *The Farming of Bones*

**Negotiating Race and Gender****Week Ten**

10/29 Paper Conferences

10/31 Zee Edgell, *The Festival San Joaquin*

**Week Eleven**

11/5 M. Nourbese Philips, *Zong!*

11/7 Kamua Brathwaite, "Dream Haiti" & CLR James "Triumph"

**Week Twelve**

11/12 Cristina Garcia, *Dreaming in Cuban*

11/14 Cristina Garcia, *Dreaming in Cuban*

**Week Thirteen**

11/19 Aime Cesaire, *Notebook of a Return to My Native Land*

11/21 Thanksgiving Break

**Week Fourteen**

11/26 Shani Mootoo, *Cereus Bloom at Midnight*

11/28 Shani Mootoo, *Cereus Bloom at Midnight*

**Week Fifteen**

12/3 Olive Senior, "Arrival of the Snake Woman"

12/5 Paper Conferences

**GE Goals and Expected Learning Outcomes and Rationales**  
**AAAS 2253: Introduction to Caribbean Literature**

**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 (ELOs)***

1. **ELO 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.
  - a. **Rationale:** This course offers various literary examples of a multiplicity of voices, particularly women's voices, engaging in the political, economic, cultural, physical, social, and philosophical realities of Caribbean nations and their expression through different cultures. Evaluation of the influence of such realities on these literary voices will be a regular part of class discussion and evaluations (through quizzes, exams, and short essays).
2. **ELO 2:** Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
  - a. **Rationale:** Critical analysis of the social construction of race and how it influences cultural productions and political ideologies of Africans in the Americas, in different and similar ways, will be buttressed by discussions on and reflection of the diverse black cultural movements in the Americas. Discussions and reflections on national and international diversity, through differences and commonalities, will facilitate a better understanding of the students' relation to diversity in the world.

**GE: Literature**

## **Goals**

Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

## ***Expected Learning Outcomes***

1. **ELO 1:** Students analyze, interpret, and critique significant literary works.
  - a. **Rationale:** This course introduces multiple literary texts written by Caribbean authors, who engage in diverse themes such as the colonial legacy, coming of age, the politics of creolization, and the experience of prejudice in foreign lands. Analysis, interpretation, and critique of these works will be a regular part of class discussions and evaluations (through quizzes, exams, and short essays).
2. **ELO 2:** Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.
  - a. **Rationale:** This introduction to Caribbean literature invites students to compare their own personal and social values to those of the Caribbean cultures, challenging their static worldviews by narratives that complicate the notion of citizenship and belonging, particularly since the Caribbean experience is often brought to the shores of the U.S.

## AAAS 2253: Introduction Caribbean Literature

### GE Assessment plan

#### I. 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.”

**ELO 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.”

**Specific Question/Assignment:** A short essay question will appear on the third test (of three) administered at the end of the semester to assess students’ understanding and evaluation of the pluralistic nature of culture in the Caribbean.

**Sample:** Choose one of the novels assigned and discussed in class, and, drawing on the notion of cultural creolization discussed in class, provide a brief analysis (2-3 paragraphs) of its expression in the text.

Assessment rubric:

Excellent	Good	Fair	Poor	Totals:
Demonstrates thorough understanding of the pluralistic nature of culture in the Caribbean	Demonstrates adequate understanding of the pluralistic nature of culture in the Caribbean	Demonstrates partial understanding of the pluralistic nature of culture in the Caribbean	Demonstrates little or no understanding of the pluralistic nature of culture in the Caribbean	

**ELO 2:** “Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.”

**Specific Question/Assignment:** A short essay question will appear on the third test (of three) administered at the end of the semester to assess students’ recognition and

appreciation of national and international diversity in their own lives, based on knowledge and information acquired in the class.

**Sample:** Choose one of the novels assigned and discussed in class, and briefly explain (2-3 paragraphs) how it contributes to our understanding of “national and international diversity” as global citizens. Include an appraisal of how this particular representation of global diversity impacts you personally.

Assessment rubric:

Excellent	Good	Fair	Poor	Totals:
Demonstrates a robust, critical, and self-aware understanding of global diversity in the U.S.	Demonstrates adequate understanding and self-awareness of global diversity in the U.S.	Demonstrates modest understanding and self-awareness of global diversity in the U.S.	Demonstrates little or no understanding or self-awareness of global diversity in the US.	

## II. Literature

**Goals:** “Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.”

**ELO 1:** “Students analyze, interpret, and critique significant literary works.”

**Specific Question/Assignment:** Each student will be required to write a short review of one of the literary works (1 double-spaced page) at the beginning of the semester. In their review, students should include: 1) a brief summary of the text, 2) an analysis of the main thesis of the work, 3) their own point of view and rationale of why they agree or disagree with the thesis, and 4) an example of how their point of view applies to their current realities.

Assessment rubric:

Excellent	Good	Fair	Poor	Totals:
Provides a thorough and knowledgeable summary, thesis, point of view, and application of the literary work.	Provides an adequate summary, thesis, point of view, and application of the literary work.	Provides a partial and incomplete summary, thesis, point of view, and application of the literary work.	Does not provide an acceptable summary, thesis, point of view, and application of the literary work.	

**ELO 2:** “Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.”

**Specific Question/Assignment:** A short essay will be assigned at the end of the semester. The essay will evaluate students’ understanding and application of their personal and social values to other cultures.

**Sample:** Choose two novels assigned and discussed in class, and briefly explain (2 double-spaced pages) how it contributed to an evolution of your relation (personally and socially) to the Caribbean values read about discussed in class.

Assessment rubric:

Excellent	Good	Fair	Poor	Totals:
Demonstrates a robust, critical, and self-aware understanding of their personal and social relation to Caribbean values	Demonstrates adequate understanding of their personal and social relation to Caribbean values	Demonstrates partial understanding of their personal and social relation to Caribbean values	Demonstrates little or no understanding of their personal and social relation to Caribbean values	