

FACULTY SENATE: February 20, 2020
Colonnade/General Ed Committee Report

Julia Shadoan, Faculty Senate Chair

Senate Recommendation 2020-2-01 Colonnade General Education
Report 1.14.2020

Colonnade General Education Committee Report
University Senate
Jan. 14, 2020

Action Items

Course Proposals and syllabi attached

Approval of:

1. HIST 343/AFAM 343 Communities of Struggle (Connections: Local to Global) (HIST 343 is being created as equivalent to AFAM 343) Implementation: Summer 2020
2. ASL 303, International Deaf Studies (Connections: Local to Global) Implementation: Summer 2020

Colonnade Program Course Proposal: Connections Category
Department of Diversity & Community Studies
African American Studies

Contact Person: Andrew Rosa, African American Studies, andrew.rosa@wku.edu

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

Course Title: HIST 343: Communities of Struggle
Connections Subcategory: Local to Global

Please note; this course is equivalent to AFAM 343, which has already been approved for Colonnade credit. See accompanying UCC equivalency form (appended).

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

This course examines the complexities of communal and cultural trans-Atlantic dispersals and settlements of African and African descended populations and the ways in which individuals developed the philosophies and repertoires of collective action, and aesthetic traditions that lay at the core of social justice movements across the African Diaspora. By synthesizing the best of classical and contemporary scholarship, community studies, synoptic narratives, novels, autobiographies, biographies, film, and social theory, students will discern the relationships between social justice movements. These movements represent, at their core, the collective hopes and dreams of communities committed to bringing about a new world radically different from the ones they inherited. Such was the case, for example, of slave rebellions and the formation of maronage communities across the Americas, abolitionist movements on both sides of the Atlantic, the Harlem Renaissance and Negritude movements, the struggle for civil rights and enfranchisement in the United States and South Africa, struggles against restrictive covenants in urban America and land struggles in East Africa, Black Power rebellions across the US and Caribbean, African and Third World liberation movements, and demands for reparations in our own time.

1. Analyze issues on local and global scales:

HIST 343 students will analyze a range of issues relevant to an understanding of African American internationalism and Diaspora Studies. Two specific examples are:

- An emphasis on African American civil rights activism, paying particular attention to how non-violent struggles for citizenship rights in communities in the southern United States impacted the direction of the civil rights advocacy on a national level as well as

African independence struggles on an international level.

- An emphasis on how African liberation movements and the image of newly independent African states inspired an African American struggle for respect and recognition. Emphasis in this regard will be given to those spaces that facilitated the creative interaction between African and African American communities, namely churches, historically black colleges, newspapers, and political organizations. Organizations like the Pan African Congress movement linked the struggle for Civil Rights in the United States to struggles for African independence.

2. Examine the local and global interrelationships of one or more issues.

The interrelationships of the global and local permeate the HIST 343 course. Three examples that provide the bulk of the course materials are:

- Patterns of forced and voluntary migration, settlement, and conflict in the African Diaspora
- Correspondence between social realities differently situated across Africa and the African Diaspora, particularly as they relate to such subjects as slavery, emancipation, social and political activism, and the formations and transformations of political and cultural identities
- Individual and collective responses of African and African descended communities to persistent forms of structural oppression and social marginalization within the context of slave-based societies and colonial, settler, segregated, and post-colonial social realities.

3. Evaluate the consequences of decision-making on local and global scales.

Students will evaluate the consequences of decision-making in these ways:

- First, by examining how racial politics impacted the interactions of African American and African and African descended populations. An example of this is linking African American civil rights activism, at the local and national levels, with struggles for human rights across Africa.
- Second, by examining how African and African descended populations negotiated the entangled processes of global slavery, US imperialism, European colonialism, and racial discrimination. An example of this is the study of late 19th century African American proponents of emigration to places outside of the US (Africa, Caribbean, Central and South America, and Canada) and regions in the western US.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

HIST 343 creates an intellectual environment that promotes learning and teaching about Africa and the African Diaspora, from an interdisciplinary perspective, and helps students to understand the complex historical and contemporary issues affecting Africans and peoples of African descent. The course strives to incorporate twenty-first century competencies, a consciousness of global diversity, and the capacity to employ one's creative and academic abilities. Thus HIST 343 promotes an understanding of the African Diaspora and its shifting meanings and modern manifestations along routes of forced and voluntary migrations, settlements, and conflicts. With an emphasis on African American social movements and traditions of activism across Africa and the African Diaspora, this course provides the foundation for engaged learning and prepares undergraduates to be global citizens with a strong sense of social and ethical responsibility.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.

Required 21 hours of Colonnade Foundation and Exploration courses.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Through class discussions, readings, book reviews, and moving through the research and writing process, culminating, at the end of the course, in the completion of a final research paper and presentation, students will:

- demonstrate an understanding of the diversity and interconnectedness of cultures and communities locally, regionally, nationally, and internationally.
- describe the local and global dimensions of the African American experience and social movements and traditions of activism across Africa and the African Diaspora.
- explain the influence of social, political, and economic forces on society's development, including the factors that lead to dynamic changes in societies.
- identify methodological and interdisciplinary issues relative to historical and contemporary research in African and African Diaspora Studies
- demonstrate skills in critical thinking, clear and thoughtful communication, creative expression, and honest, open inquiry.

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

As a discussion-based, reading, research, and writing intensive course, emphasis for assessment is placed on the following activities:

- Students will write two book reviews, three to five pages in length. A rubric will be used to assess the extent to which they effectively interpret or identify the thesis of the book, its major subsidiary themes, the strengths and weaknesses of the author's argument, the logic and organization of the text, and any omissions in terms of evidence presented to

substantiate the thesis. All of the assigned readings deal with an aspect of African Diaspora history, culture, and experiences. As such, students will be required, in their reviews, to identify and discuss the ways in which the author successfully addresses the interrelationship of social realities, events, people, and/or social movements in local, national, and global contexts (Connections Outcome #1, 2, 3).

- Toward the end of the semester, students will be required to complete an eight to ten page research paper (excluding title page and bibliography) on any aspect of the African Diaspora experience. Students will be expected to draw from a combination of primary and secondary source materials to evaluate specifically how individuals and/or distinct communities have shaped and been shaped by experiences, events, and people in the larger African Diaspora. Particular attention will be given to how well students employ a comparative framework and research methodology for analyzing identities and communities in the Diaspora and integrate the black-white racial binary into a broader multiracial, multi-ethnic, and multicultural contexts. As significant emphasis in the course is given to social movements, students will be expected to address aspects of civic responsibility from a comparative and/or transnational perspective, particularly as it relates movements for equality, justice, and freedom for individuals and communities facing barriers of oppression based on race, class, gender, and/or sexual orientation (Connections Outcome #1, 2, 3).

At the end of the semester, students will be required to submit their book reviews and final research paper in a portfolio. The department's assessment team will then randomly select and evaluate samples from these writing assignments for the three Connection outcomes discussed above. The department's assessment team reevaluates strategies yearly. The strong feeling is that a holistic, team-driven approach is the best way to assess student learning in courses such as HIST 343. For this purpose, a holistic rubric will be developed using a 4-point scale.

- 4 = outstanding (far exceeds expectations)
- 3 = good (exceeds expectations)
- 2 = average (meets basic expectations)
- 1 = poor (does not meet basic expectations)

The committee's targets are:

- 70% of the work will score 2 or higher.
- 30% of the work will score 3 or higher.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

Emphasis over the course of the semester is given to the research process. In consultation with the instructor, students are required to select a research topic, develop a research question, identify, gather, and analyze primary and secondary source material, develop a research statement, and synthesize evidence into a coherent research paper in support of an original thesis.

That paper will be assessed on the following points: 1) Does the paper draw convincing links between local and global forms of activism? 2) Does the paper address a social problem-based issue(s) and discuss distinctive response(s) on the part of a marginalized community or communities in the African Diaspora? 3) Does the paper adequately draw from a combination of course materials, secondary and primary sources, digital resources, and library sources? 4) Does the paper add to existing scholarship and demonstrate original thought, critical thinking, and a general awareness of some of the existent literature relative to the chosen topic. In addition to the final paper, students are required to present on their research topics at the end of the semester and will be assessed based on argumentation and the effectiveness of oral communication.

8. How many sections of this course will your department offer each semester?

This course will be offered every odd spring semester.

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

AFAM/HIST 343: COMMUNITIES OF STRUGGLE

“When History sleeps, it speaks in dreams: on the brow of the sleeping people, the poem is a constellation of blood. When History wakes, images becomes deed, the poem is achieved: poetry goes into action.” *Octavio Paz, “Toward the Poem.*

COURSE DESCRIPTION

The study of communities across Africa and its Diaspora poses some fundamental questions about the human condition: What is the meaning(s) of freedom? How has it been pursued and realized by African and African descended people? In what ways have ordinary and extraordinary individuals imagined new societies where, to paraphrase the Martiniquen poet Aimé Césaire, “there is a place for all at the rendezvous of victory”?

These and other questions will guide our examination of communities across Africa and the African Diaspora, paying particular attention to the diaspora interactions of African Americans. From the complexities of communal and cultural trans-Atlantic dispersals to the comparative dimensions and intersections of important freedom movements, this course encourages a rethinking of the African American experience in local and global contexts by highlighting the connections between disparities experienced by African and African descended populations across the globe. Students will discover how, by contesting the legitimacy and consequences of physical terror, economic exploitation, and cultural misappropriation, marginalized communities actually developed the philosophies, repertoires of collective action, and aesthetic traditions that lay at the core of social justice movements across the modern world. By privileging comparative and transnational perspectives, and synthesizing the best of classical and contemporary scholarship, community studies, synoptic narratives, novels, autobiographies, biographies, film, and social theory, students will come to discern the relationship between social justice movements that represent, at their core, the collective hopes and dreams of peoples’ committed to bringing about a new world radically different from the ones they inherited. Such was the

case, for example, of slave rebellions and the formation of maronage communities across the Americas, abolitionist movements on both sides of the Atlantic, the Harlem Renaissance and Negritude movement, the struggle for civil rights in the United States, the vote in South Africa, land struggles in East Africa, Black Power rebellions across the US and Caribbean, African and Third World liberation movements, and demands for reparations in our own time.

OBJECTIVES

This course will allow students to: understand African American attitudes toward and responses to social justice movements across the globe; probe the shifting meaning of Africa and the African Diaspora in the intellectual, political, and social lives of African Americans; identify how the African Diaspora was created and its modern manifestations attendant to identity formations and patterns of forced and voluntary migrations, settlements, and conflicts; address the similarities and differences between African American social movements, at the local and national level, as well as their relationship to social movements across Africa and the African Diaspora; and, finally, demonstrate the impact of social movements elsewhere on African American social movements.

This is an upper-level discussion-based, reading, research, and writing-intensive course. As such, you will be required to work actively and collaboratively within assigned discussion groups, complete weekly readings, write two book reviews, attend a library research workshop, and propose, carry out, and present on an individually chosen research topic approved by me. All of these activities will culminate, at the end of the semester, in a final research presentation and paper, numbering between ten to twelve pages in length.

CONNECTIONS REQUIREMENT (Local to Global)

HIST 343 is a Connections course. As such, it requires students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Within the context of the African Diaspora, students will examine local and global issues of an increasingly interconnected world and consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and the material, cultural, and ethical challenges we all face in today's world.

LOCAL TO GLOBAL OUTCOMES:

Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world. Students who complete this course will:

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

REQUIREMENTS AND EVALUATIONS

Grading will be based on in-class participation and the completion of the following required

assignments:

I. Class Discussion Groups: Each student will be assigned to a discussion group. In advance of each meeting, discussion groups should prepare and email to the professor at least 3 questions and/or points for discussion. Your questions will come from that week's assigned readings. The ideal discussion question or point should seek to deepen the class' engagement with the materials. Discussion points might also explore parallels and links with other materials read and/or discussed in prior meetings.

II. Two Book Reviews: Students are required to write two book reviews, based on texts of their own choosing and approved by me. Each review should include a citation of the book under review at the top of the first page and in accordance to the Chicago Manual of Style. The review should, in three to five pages, discuss the interpretation or thesis of the book and major subsidiary themes. The review should then evaluate, from your perspective, the strengths and weaknesses of the author's argument by discussing the sources, the logic and organization of the book, any omissions, and the extent to which the evidence presented substantiates the thesis.

III. Research Paper Proposal: Students are required to draft a research paper proposal, between two to four pages in length. The proposal will consist of a paragraph to a full page-length discussion of a prospective research topic, a research question, thesis statement, and annotated bibliography of relevant primary and secondary sources. A rubric will be provided.

IV. Research Paper: Students will write a ten to twelve page research paper (excluding title page and bibliography) on any aspect of the African Diaspora experience. Your paper can draw from a combination of course materials, digital resources, and library sources. Your papers must demonstrate original thought, critical thinking, and a general awareness of some of the existent literature relative to your chosen topic. In addition, your focus must be on a comparative or transnational aspect of the African Diaspora experience.

V. Research Topic Presentation: Students will be required to present, either individually or collaboratively, on their respective research topics at the end of the semester. Presentations should be between 12-15 minutes in length, reflect a general command of the topic, and be clear and concise in content and delivery.

VI. Portfolios: At the end of the course all students will hand in a Large Envelope containing all course assignments. This should include any completed, graded, or revised work. Do not sneak missed assignments into your portfolio without the Professor's permission. All students are required to submit all of their written work at the end of the semester. If you do not hand your portfolio in by the deadline, you will receive an Incomplete that will carry over into the following semester. If your work is still missing by the close of the following semester, your incomplete will turn into a Fail. No exceptions.

COURSE OUTCOMES

Through class discussions, readings, book reviews, and moving through the research and writing process, culminating, at the end of the course, in the completion of a final research paper and presentation, students will:

- Demonstrate an understanding of the diversity and interconnectedness of cultures and communities locally, regionally, nationally, and internationally.
- Describe the local and global dimensions of the African American experience and social movements and traditions of activism across Africa and the African Diaspora.
- Explain the influence of social, political, and economic forces on society's development, including the factors that lead to dynamic changes in societies.
- Explain methodological and interdisciplinary issues relative to historical and contemporary issues within African and African Diaspora Studies
- Demonstrate skills in critical thinking, clear and thoughtful communication, creative expression, and honest, open inquiry.

Tentative List of Required Course Texts:

Gomez, Michael. *Reversing Sail: A History of the African Diaspora* (Cambridge University Press, 2005)

Merriwether, James H. *Proudly We Can Be Africans: Black Americans and Africa, 1935-1961* (UNC Press, 2002)

Selvon, Samuel. *El Dorado West One* (Peepal Press, 1984)

A NOTE ON COMMUNICATION PROTOCOL, AND ASSIGNMENT DUE DATES

All assignments must be submitted by their assigned due dates. Unless otherwise authorized by me, late assignments will not be accepted and makeup exams will not be given. During the semester, one or more due dates may conflict with religious holidays or observances. Students who observe these religious holidays are excused on those dates. You must, however, first inform me and plan to turn in all papers on the dates that they are due and keep up with regular weekly readings. As a general rule of thumb, however, late work is highly discouraged. If you are facing a serious issue that prevents you from submitting work on time (the week/day it's due), please contact the instructor as soon as possible.

All communiqués (especially emails) are part of the course and require that you use the conventions of college writing. All emails must have HIST 343 in the header and an appropriate topic (outlining the subject) or they are subject to deletion. I would advise you NOT to rely on RE: especially if what you are RE: to does not have anything to do with your query or comment. Emails that fail to follow the above protocols will be deleted.

For those who wish to do well: I hope the following information helps anyone who wishes to do well in this (or any) course, seeing my expectation of excellence will not diminish.

Reading will not exceed more than 50 pages per week. READING is a necessary component of this course; however, reading alone will not suffice, as one must annotate and take notes as you read. In short, it is in your best interest to read the assigned readings before you consider participating in discussion. Skimming will not cut it!!

BEHAVIOR AND ETIQUETTE

The traditional rules of common courtesy apply to this course. Students and instructors are expected to treat each other with respect, using thoughtful dialogue. This course will be

interactive and diverse opinions will be shared. Please be thoughtful in sharing your perspectives and responses with one another. Be wary of injecting comments that are not related to the topic at hand. Please contact the instructor if you have any concerns regarding interactions during this course. Etiquette is simply behaving properly and recognizing that all participants must respect each other.

- Use appropriate language for an educational environment
- Remember that the university values diversity and encourages respectful discourse.
- Be respectful of differences while engaging in discussions.
- Violations of this policy will result in dismissal from the course.

STUDENTS WITH DISABILITIES

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Students Disability Services, DUC A200, (270.745.5121 V/TDD). Please do not request accommodations directly from me without a letter of accommodation from the Office for Student Disability Services.

STUDENT SUCCESS SERVICE—TLC

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is also offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please call (270) 745-6254 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

WRITING CENTER

As effective writing represents a core aspect of this course, it is essential that you take advantage of the services offered by the Writing Center at WKU early on in the semester. Located in the Cravens Commons of the Craven Library, the Writing Center offers helpful feedback on any kind of writing by working *with* students to help them improve themselves and become better writers. You can meet with writing instructors face-to-face, or on-line. For more information, or to schedule an appointment, see <http://www.wku.edu/writingcenter>

STATEMENT ON ACADEMIC INTEGRITY

Plagiarism may be defined as the act of using another's words or ideas as one's own and may include any of the following practices: 1) direct copying from any source without citation; 2) direct copying from any source without quotation marks (even if footnotes or other forms of citation are used); 3) paraphrasing the argument of another author or student without citation; or 4) presenting purchased material, or material downloaded electronically, as one's own. Plagiarism is academic dishonesty and entails severe penalties. Participating in a behavior that violates academic integrity (e.g. unauthorized collaboration, plagiarism, multiple submissions,

cheating on examinations, fabricating information, and helping another person cheat will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination, or course. Please refer to the *WKU Student Handbook*.

TENTATIVE READING SCHEDULE:

Week One: The African Diaspora as Concept and Method

Read: Elliot Skinner, "Dialectic Between Diasporas and Homeland," pp11-41 (Blackboard, hereafter referred to as Bb); Axel Honneth, "Integrity and Disrespect: Principles of a Conception of Morality Based on a Theory of Recognition," *Political*

Theory, 20, 2 (1992), 187-201 (Bb); Charles Mills, "The Racial Contract: An Overview," 9-40 (Bb)

Watch: *The Colour of Money: The History of Racism* (Available on Bb)

Week Two: From Africa to the Middle Passage

Read: Okon Edet Uya, "The Middle Passage and Personality Change Among Diaspora Africans, 83-98 (Bb); Excerpt from Olaudah Equiano, "The Interesting Life of Olaudah Equiano, or Gustavas Vassa, the African," 4-19 (Bb); Michael Gomez, *Reversing Sail*, 59-81

Watch: *Africans in the Americas*

Week Three: African Enslavement in the Americas

Read: Gomez, *Reversing Sail*, 82-108; Venture Smith, "A Narrative of the Life and Adventures of Venture," 32-45 (Bb); Afua Cooper, "A New Biography of the African Diaspora: The Life and Death of Marie-Joseph Angelique, Black Portuguese Slave Woman in New France, 1725-1734," 46-64 (Bb); Mary Prince, "A West Indian Slave, Related by Herself, 3-16 (Bb).

Watch: *Life on a West Indian Sugar Plantation*

Week Four: Settlement, Identity, and Transformation

Lawrence Levine, "African Culture and Slavery in the United States," 99-109 (Bb); Colin Palmer, "Afro-Mexican Culture and Consciousness during the Sixteenth and Seventeenth Centuries," 125-137 (Bb); Albert Raboteau, "African Religions in America: Theoretical Perspectives," 65-82 (Bb)

Watch: *The Roots and Routes of Carnival*

Week Five: Slavery, Terror and Sites of Social Control

Gomez, *Reversing Sail*, 109-148; Beatrice G. Mamigonian, "A Harsh and Gloomy Fate: Africans in the Service of the Brazilian State," 24-45 (Bb); John Campbell, "How Free is Free? The Limits of Manusmission for Enslaved Africans in Eighteenth Century British Caribbean Sugar Society," 3-23 (Bb); Linda Brent, excerpt from *Incidents in the Life of a Slave Girl*, (Bb)

Watch: *Rebellion in New York*

Week Six: Resistance, Revolution, and the Struggle for Autonomous Space

Read: Gomez, *Reversing Sail*, 109-148; Stephan Hall, “Envisioning an Anti-Slavery War: African American Historical Constructions of the Haitian Revolution in the 1850s, 77-99 (Bb); Micol Seigal, “Comparable or Connected? Afro-Diasporic Resistance in the United States and Brazil,” 100-124, (Bb); Frederick Douglass, excerpt from *Narrative of the Life of Frederick Douglass*, (Bb)

Watch: *When Lions Wrote History*

Week Seven: Gendering Diaspora

Read: Filomena Chioma Steady, “Women of Africa and the African Diaspora: Linkages and Influences,” 167-188 (Bb); Debra Newman Ham, “The Role of African American Women in the Founding of Liberia,” 369-386 (Bb); Iris Berger, “An African American ‘Mother of the Nation’: Madie Hall Xuma in South Africa,” 125-156 (Bb); Francis Ellen Watkins Harper, “Colored Women of America,” 66-69 (Bb)

Watch: *Chisolm*, 68

Week Eight: In Search of Home

Read: Gomez, *Reversing Sail*, 149-168; Joseph Harris, “Return Movements to West and East Africa: A Comparative Approach,” 51-64 (Bb); Ida B. Wells, “Lynch Law in All its Phases,” 102-114 (Bb); Kings M. Phiri, “Afro-American Influence in Colonial Malawi, 1891-1945,” 387-404 (Bb); Kimpianga Mahaniah, “The Presence of Black Americans in the Lower Congo,” 405-420; George H. White, “Address to the United States House of Representatives,” 75-79 (Bb); Carter G. Woodson, Editor, “Letters from Black Migrants,” 173-175 (Bb)

Watch: *King Leopold’s Ghost*

Week Nine: Making Diaspora in the Shadow of Empire and Jim Crow

Read: Meriwether, *Proudly We Can Be Africans*, Chps. 1-3; Paul Gordon Lauren, “Seen From the Outside: The International Perspective of America’s Dilemma,” 21-44 (Bb); Tony Martin, “Garvey and Scattered Africa,” 441-450 (Bb)

Watch: *Catch Me in the Whirlwind*

Week Ten: Making Diaspora in the Shadow of Empire and Jim Crow-cont.

Read: Meriwether, *Proudly We Can Be Africans*, Chps. 4-7; Mary Dudziak, “Birmingham, Addis Ababa, and the Image of America: International Influence on US Civil Rights,” 181-200 (Bb); James Baldwin, “From New York to Bandung,” 22-35 (Bb).

Watch: *Rising Wind*

Week Eleven: Black Travel Within Routes of Discrimination

Read: Samuel Selvon, *El Dorado West One*; Michael Krenn, “The Unwelcome Mat: African Diplomats in Washington, D.C.,” 163-180 (Bb); Robin Kelley, “Roaring from the East: Third World Dreaming,” 60-109 (Bb); Donald Culverson, “African American Anti-Apartheid Activism,” 221-238 (Bb); excerpt from Richard Wright, *Black Power* (Bb).

Watch: *Have You Heard from Johannesburg*

Week Twelve: Reparations and the Unfinished Struggle of Democracy in the African Diaspora

Read: Robin Kelley, “A Day of Reckoning: Dreams of Reparations,” 110-134 (Bb); Nikhil P. Singh, “Racial Justice Beyond Civil Rights,” 212-226 (Bb); John Conyers, “The Commission to Study Reparations,” 507-510 (Bb); Sir Hilary Beckles, CARICOM Reparations Commission Statement, 2013, 1-4 (Bb)

Watch: *The Burning*

Week Thirteen: Toward a Synthesis

Student Research Presentations and Portfolios due.

Proposal Date: 10/15/2019

**Potter College
History Department
Proposal to Create an Equivalent Course
(Consent Item)**

Contact Person: andrew.rosa@wku.edu

1. Identification of existing course:

- 1.1 Current course prefix (subject area) and number: AFAM 343
- 1.2 Course title: Communities of Struggle

2. Identification of proposed equivalent course prefix and numbers: HIST 343

3. Rationale for each equivalent course:

The African American Studies program has obtained the approval of the History Department to develop and offer AFAM 343 as an equivalent course to HIST 343. AFAM and HIST both have faculty members who are qualified to teach this course. There is adequate student demand in both departments for this course to justify offering the equivalent course. AFAM and HIST will consult regularly about course content and learning objectives to ensure equivalency.

4. Proposed term for implementation: Next Available

5. Dates of prior committee approvals:

Department of History	11/8/2019
Potter College Curriculum Committee	
Undergraduate Curriculum Committee	
Faculty Senate	

Colonnade Connections Course Proposal Local to Global Subcategory

Proposal Contact Name, E-mail, and Phone: Ashley Chance Fox, Ashley.Fox@wku.edu, 5-8962
College and Department: Communication Sciences and Disorders Proposal Date: 11/25/2019

1. Course Details:

- 1.1 Course prefix (subject area), number and title: ASL 303, International Deaf Studies
- 1.2 Credit hours: 3
- 1.3 Prerequisites¹:
- 1.4 Crosslisted and/or equivalent courses (prefix and number):
- 1.5 Expected number of sections offered each semester/year: 1-2 per academic year
- 1.6 Is this an existing course or a new course? Existing
- 1.7 Proposed term of implementation? Summer 2020
- 1.8 Where will this course be offered? Main campus or online

2. Provide a brief course description (100-200 words).

Expands the student's global understanding and knowledge of language, culture, education, law, technology, services provided and careers for the Deaf and Hard of Hearing in other countries.

3. Explain how this course provides a *capstone* learning experience for students in Colonnade (compared to an introductory learning experience).

Students will have the opportunity to take knowledge from their major courses, Colonnade courses, experiences from studying abroad or life experiences in general and analyze, compare and contrast the Deaf Culture in the United States to Deaf Cultures in other countries. It is important for the students to realize that members of the Deaf community are found in all walks of life, whether that be in the education systems, business world, government, or everyday interactions. The decisions they make in their chosen field will affect a subculture (Deaf and Hard of Hearing) that is frequently overlooked. Broadening their scope internationally will help them understand the connections, disconnect, similarities and differences of the treatment and identity concerning different Deaf communities worldwide.

4. List the *course goals* (see Glossary of Terms), and explain how are they aligned with the Connections student learning outcomes.

Connections Student Learning Outcomes	How does the course meet these learning outcomes? (Align course goals to Connections SLOs)
1. Analyze issues on local and global scales.	Students will compare the Deaf culture in Kentucky and the United States with Deaf cultures in other countries. <ul style="list-style-type: none"> • The course will focus on topics such as, but not limited to: Education, Law, Technology, Social Services, Careers, Medical and Language Access. Students will analyze the information for discussion, journaling and the final artifact.
2. Examine the local and global interrelationships of one or more issues.	Students will examine and analyze the similarities, differences and relationships between Hearing and Deaf Cultures from Kentucky/United States and various countries surrounding one or more cultural and international issues.

	<ul style="list-style-type: none"> The course will focus on relationships among Hearing and Deaf cultures within the United States, within other countries and between other countries and the United States.
3. Evaluate the consequences of decision-making on local and global scales.	<p>Students will evaluate current topics from various countries and will discuss the impact of the decisions made compared to those decisions made in the United States.</p> <ul style="list-style-type: none"> This course focus on policy decisions that have been made by various entities that directly affect Deaf and Hard of Hearing populations within in the United States, within different countries and differences between those countries and the United States.

5. List additional student learning outcomes, beyond the three Connections SLOs, that will guide student learning in this course (if any).

- Students will learn basic signs from at least two countries.
- Discover the treatment of Deaf and Hard of Hearing from a historical perspective.

6a. Explain how the department plans to assess each of the Connections student learning outcomes beyond course grades.

1. Analyze issues on local and global scales.	Students will complete a final project that will incorporate reflective thinking and use of analytical comparisons. Students will analyze how the Deaf Culture in the United States similar and different from the Deaf Culture in other countries.	The group presentation or the research paper will serve as the artifact. The faculty will determine which option is best. The department will use a sample size for a course offered on the proposed frequency and enrollment in order to satisfy its assessment needs. Initial goal will be for the sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. The presentations will be video recorded and kept on a secure server for assessment. This has been modeled after a previously established Colonnade course.
2. Examine the local and global interrelationships of one or more issues.	Students will complete a group project on an assigned country and the United States. This will include a group presentation and discussion prompt for the class.	The group presentation or the research paper will serve as the artifact. The faculty will determine which option is best. The department will use a sample size for a course offered on the proposed frequency and enrollment in order to satisfy its assessment needs. Initial goal will be for the sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. The presentations will be video recorded and kept on a secure server for assessment. This has been modeled after a previously established Colonnade course.

<p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>Students will complete weekly in-class discussions and journaling.</p>	<p>The group presentation or the research paper will serve as the artifact. The faculty will determine which option is best. The department will use a sample size for a course offered on the proposed frequency and enrollment in order to satisfy its assessment needs. Initial goal will be for the sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. The presentations will be video recorded and kept on a secure server for assessment. This has been modeled after a previously established Colonnade course.</p>
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6b. Include the rubric that will be used for Connections assessment (either in the space below or as an attachment).

	Distinguished	Proficient	Emerging	Not Evident
1. Analyze issues on local and global scales.	Clearly demonstrates various comparisons between Deaf Cultures in the US and other countries with the use of accurate cultural terms	Demonstrates some comparisons between Deaf Cultures in the US and other countries with few accurate cultural terms. Lack of information does not take away from the understanding.	Limited comparisons between Deaf Cultures in the US and other countries and cultural terms are not clearly stated.	No comparisons between Deaf Cultures in the US and other countries. There is little to no use of cultural terms. Does not demonstrate clear learning.
2. Examine the local and global interrelationships of one or more issues.	Multiple diversities between Deaf Cultures (countries) are stated clearly and explained in a comprehensive manner, sharing all relevant and necessary information to demonstrate understanding.	Some diversities between Deaf Cultures (countries). Student uses only some examples of information without losing understanding of the necessary material.	Provides little diversities between Deaf Cultures (countries). Student does not use examples and does not explain cultural terms.	Provides little to no diversities between Deaf Cultures (countries). Student does not use any examples and does not explain any terms. Student does not show understanding of information.
3. Evaluate the consequences of decision-making on local and global scales.	Evaluation of real world cultural problems is extensively and thoroughly explained and backed with accurate solutions. Student considers history and examines the problems individually to find feasible solutions.	Evaluation of real world cultural problems is adequate, contains enough explanation to show minimum understanding. Student considers some history finds some solutions to the individual issues.	Evaluation of real world cultural problems is brief, lacking some relevant information to show understanding. Student did not fully consider history and does not have appropriate solutions to individual issues.	Evaluation of real world cultural problems is superficial, lacking depth and accurate understanding. Student did not consider history and does not have solutions to individual issues.

7. Evidence & Argument Artifact.

The final project is a compare and contrast paper and presentation discussing the differences of Deaf Cultures in two or more countries in specific areas. Examples of these areas are: Education, Law, Technology, Social Services, Careers, Medical and Language Access.

8. Attach a sample course syllabus.

The course syllabus must contain the three Connections student learning outcomes for the subcategory as well as any additional student learning outcomes listed in this application, and those learning outcomes must appear in every section's syllabus.

ASL 303- International Deaf Studies



Instructor: Dr. Ashley Chance Fox
Email: Ashley.Fox@wku.edu

Office Phone: (270)745-2757
Office: AC 115

Office hours: I have an “open-door” policy. You are welcome to come by any time. Listed below are my normal office hours, however, I may have meetings, advisees, or other work duties during the listed times. To ensure that I meet your needs, please make an appointment.

Monday	Tuesday	Wednesday	Thursday	Friday
9:00am-11:00am 3:00pm-4:00pm	9:00-1:00pm	9:00am-11:00am 3:00pm-4:00pm	9:00-1:00pm	By appointment

Textbook (required):

Moores, D. F. and Miller, S. M. (2009). *Deaf People Around the World: Educational and Social Perspectives*. Washington, D.C., Gallaudet University Press.

This course will broaden the student’s global perspective and understanding of: Education, Law, Technology, Services provided and Careers for the Deaf and Hard of Hearing. The semester will begin with the current trends, social norms and modern advances of The United States. The course will then examine the perspectives of the Deaf and Hard of Hearing in other countries. After the course is completed, the student should be able to understand local and various global perspectives of the Deaf and Hard of Hearing.

Course Description:

Expands the student's global understanding and knowledge of language, culture, education, law, technology, services provided and careers for the deaf and hard of hearing in other countries.

Colonnade Student Learning Outcomes:

Upon successful completion of this course, the student will:

- I. Analyze issues on local and global scales.
- II. Examine the local and global interrelationships of one or more issues.
- III. Evaluate the consequences of decision-making on local and global scales.

Course Student Learning Outcomes:

- I. Learn ABCs and basic signs from at least two countries
- II. Discover the treatment of Deaf and Hard of Hearing from a historical perspective.
- III. Students will compare the Deaf culture in Kentucky and the United States with Deaf culture in other countries. Topics are, but not limited to: Education, Law, Technology, Social Services, Careers, Medical and Language Access.
- IV. Students will examine and analyze the similarities, differences and relationships between Deaf Cultures from Kentucky/United States and various countries surrounding one or more cultural and international issues.
- V. Students will evaluate current topics from various countries and will discuss the impact of the decisions made compared to those decisions made in the United States.

Attendance

Western Kentucky University attendance policy states that “registration in a course obligates the student to be regular and punctual in class attendance” (2019, WKU Catalog). In the event that a class is missed, it is the responsibility of the student to find out what was covered and to learn the appropriate material. Upon returning to class, you are expected to be fully prepared (ready to participate and complete assignments as scheduled).

Absences:

- 1st- No grade deduction
- 2nd- No grade deduction
- 3rd- 5% grade deduction from final grade
- 4th- 10% grade deduction from final grade
- 5th- Fail the class

The last day to drop this course without a grade is:

January 29th

The last day to drop this course with a grade of “W” is:

March 18th

COURSE GRADES

Percentage Breakdown:

Team Presentation	30%
Weekly Culture Discussion/Journal	30%
Final Presentation & Paper	40%

Grade Scale:

A = 100%-90%	D = 69%-60%
B = 89%-80%	F = 59%-Below
C = 79%-70%	

Team Presentation (30%)

Students will be divided into teams. Each team will be assigned a country. For the assigned week the team is responsible for a presentation, weekly reading assignment for the class and a discussion prompt. Explanation of the Team Presentation and Discussion is found on Blackboard.

Weekly Culture Discussion (30%)

These topics are covered throughout the semester. You will contribute weekly in class with assigned topics of discussion. You will also complete a weekly “journal” via Blackboard.

Final (40%)

A compare and contrast, research paper and presentation will be the final assignment for the course. The paper should be a minimum of four pages, double spaced, one inch margins. This should include the United States and **two** other countries. APA or MLA (either way, do it correctly). The works cited page and/or cover page does not count toward the four page content of the paper. Further details will be given in class.

GENERAL COURSE POLICIES/PROCEDURES

ADA Statement

In compliance with the American with Disabilities Act, it is the student’s responsibility to contact their professor concerning any special accommodations. If you need any special assistance and have filled out all the paperwork through Western Kentucky University’s Student Accessibility Resource Center (SARC), please see the instructor so your needs can be accommodated. If you need to contact the Student Accessibility Resource Center, please call (270) 745-5004/voice (270)745-3030/TTY or go to DSU A-200. Please do not request accommodations without the proper ADA paperwork.

Communication with Instructor

Open communication with your instructor is VERY important!! If you are stressed about this course, feel behind, concerned about your grades or have other issues that will affect your success, it is **STRONGLY** recommended to talk with your instructor as soon as possible. Please utilize any/all means of communication listed on the first page of your syllabus- that is why it is there. As your instructor for this course, I am willing work hard to help you be successful but you have to do the same and that starts with communication!

Late Assignments

All assignments are due on the designated due dates. Late work WILL NOT be accepted.

Title IX Sexual Misconduct/Assault Policy and Discrimination and Harassment Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, or Title IX Investigators, Michael Crowe, or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.