Program
Undergraduate

Department
Africana Studies

College
McMicken College of Arts and Science

Year:
2014

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I. Program Overview

The Africana Studies Department uses a variety of approaches to explore and better understand the experiences of African, African American, Afro-Latin, Afro-Caribbean and Afro-European populations in a global context. Our vision is to create an academic environment in which students can acquire effective skills in; knowledge of Africana people on the continent of Africa and the Diaspora, critical thinking, written and oral communication skills, developing an interdisciplinary cultural and social approach to the field for the 21st century, and an ability to combine an intersectional theoretical approach with an applied research focus.

The distinguishing feature of the University of Cincinnati’s Africana Studies’ program will be a Scholar-Activist approach, with an interdisciplinary emphasis in the social sciences, humanities and social policy. The Scholar-Activist approach emphasizes training and research directed at not simply understanding and identifying social problems, but in developing strategies and solutions. The Scholar-Activist approach revolves around generating knowledge, basic or applied, to be used to empower people—to improve their life chances and life experiences.

All students must take six core courses in Africana Studies. These courses are: Introduction to Africana Studies, Introduction to Modern Africa, Service Learning, Theory, Research Methods, and Capstone (Senior Seminar). Through the areas of focus (Literature, Social Policy, and History) we put knowledge into practice through service learning and study abroad opportunities. We give students the knowledge base and tools to provide an alternative to the dominant culture as it relates to race, gender, and class in the areas of Politics, Government, Business, Law, Education, Medicine, and Public Health.

We give students the opportunity to do qualitative and quantitative research, to develop and evaluate theory, and understand the relationship between theory and practice. Our research methods course will give students the tools to do quantitative and qualitative research. Our theory course will give students explanations relative to Black peoples life experiences and life chances, and our capstone course will allow students to test theories and proposed solutions to problems that are impacting the lives of people of African descent.
II. Program Outcomes

Original Program Learning Outcomes:

1. Students will develop skills to use an interdisciplinary approach to deriving and explaining the life chances and life experiences of people of African decent.

2. Students will learn the knowledge and skills to understand life chances and life experiences from the perspective of subjects.

3. Students will develop the knowledge and skill to understand, critique, and apply theories that explain life chances and life experiences of people of African descent.

4. Students will develop and apply tools to generate knowledge that describe, explain, and empower people of African descent.

5. Students will develop the skills to merge academic excellence and social responsibility through experimental learning.

Proposed new Program Learning Outcomes:

Upon completion of the Undergraduate Program in Africana Studies students will be able to demonstrate the following:

1. Students will demonstrate mastery of major concepts, terms and theories in Africana Studies through critically analyzing the major players and events that have shaped and impacted the life and experiences of peoples of African descent.

2. Students will demonstrate critical thinking by analyzing texts, writing coherently, and communicating ideas orally, from an interdisciplinary approach.

3. Students will apply a scholar activist approach in describing, explaining and addressing problems and issues related to the field of Africana Studies and the lives of African descended people such as (racism, sexism, classism, social inequality, poverty, and social justice).

4. Students will apply an inquisitive, reflective, and scholarly approach to problem-solving in the community, demonstrating knowledge of people of African descent and an understanding of the theories and methodology of Africana Studies.
## III. Curriculum Mapping Matrix: Linking Program Outcomes to Curriculum

<table>
<thead>
<tr>
<th>Key</th>
<th>Required Courses and Experiences* Identified in P-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/E: Introduced/Emerging</td>
<td>D: Developing</td>
</tr>
<tr>
<td>A: Achieved</td>
<td></td>
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### OUTCOMES

**PLO 1:** Students will demonstrate mastery of major concepts, terms and theories in Africana Studies through critically analyzing the major players and events that have shaped and impacted the life and experiences of peoples of African descent.

<table>
<thead>
<tr>
<th></th>
<th>AFST 1001 Intro to Africana</th>
<th>AFST 1027 Intro to Modern Africa</th>
<th>AFST 3020 Service Learning</th>
<th>AFST 3025 Theory</th>
<th>AFST 3040 Methods</th>
<th>AFST 4097 Senior Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/E</td>
<td>I/E</td>
<td>D</td>
<td>D, A</td>
<td>D, A</td>
<td>A</td>
<td></td>
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</tbody>
</table>

**PLO 2:** Students will demonstrate critical thinking by analyzing texts, writing coherently, and communicating ideas orally, from an interdisciplinary approach.

<table>
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</thead>
<tbody>
<tr>
<td>I/E, D</td>
<td>I/E, D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>A</td>
<td></td>
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</table>

**PLO 3:** Students will apply a scholar activist approach in describing, explaining and addressing problems and issues related to the field of Africana Studies and the lives of African descended people such as (racism, sexism, classism, social inequality, poverty, and social justice).

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<tbody>
<tr>
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<td>D</td>
<td>D, A</td>
<td>I/E, D, A</td>
<td>A</td>
<td></td>
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**PLO 4:** Students will apply an inquisitive, reflective, and scholarly approach to problem-solving in the community, demonstrating knowledge of people of African descent and an understanding of the theories and methodology of Africana Studies.

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<tbody>
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<td>I/E, D</td>
<td>I/E, D</td>
<td>D, A</td>
<td>D, A</td>
<td>I/E, D, A</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

* Please note that you are only identifying required courses and experiences that are house within your academic unit.
Africana Studies
36 Total Credit Hours

Core Courses
18 Credit Hours

- Intro to Africana Studies (AFST 1001) (3 Credits)
- Intro to Modern Africa (AFST 1027) (3 Credits)
- Service Learning (AFST 3020) (3 Credits)
- Theory (AFST 3025) (3 Credits)
- Methods (AFST 3040) (3 Credits)
- Capstone (AFST 4097) (3 Credits)

Track # 1
Humanities (Total = 18)

Humanities Core (15 Credit hours)
- 6 credit hours (2 classes = All students must take)
- 9 credit hours (No Concentrations)

Elective (3 credits) within the Dept.
Must have a AFST course number or cross-listed with AFST

Track # 2
Social Policy (Total = 18)

Social Policy Core (15 credits)
- 6 credit hours (2 classes = All students must take)
- 9 credit hours (No Concentrations)

Elective (3 credits) within the Dept.
Must have a AFST course number or cross-listed with AFST

Note: This is a new proposed curriculum where changes are currently being made in the P-1.
### IV. Assessment Measures Aligned with Program Outcomes

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Assessment Tools</th>
<th>Course/Experience</th>
<th>Time Line</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1:</strong> Students will demonstrate mastery of major concepts, terms and theories in Africana Studies through critically analyzing the major players and events that have shaped and impacted the life and experiences of peoples of African descent</td>
<td>Students will complete an oral presentation* at the end of the semester to be assessed at the I/E and D levels. Evaluated using standard/common rubric</td>
<td>AFST 1001 AFST 1027 AFST 3020</td>
<td>1st year</td>
<td>Faculty who teach these particular courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I/E, D Oral Presentation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>AFST 3025 AFST 3040 AFST 4097</td>
<td>1st year</td>
<td>Faculty who teach these particular courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D, A Term papers Pre/Post test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Several times within the semester faculty will assesses students’ fundamental knowledge at the D and A levels with term papers and pre/post test.</td>
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</tr>
<tr>
<td><strong>2:</strong> Students will demonstrate critical thinking by analyzing texts, writing coherently, and communicating ideas orally, from an interdisciplinary approach.</td>
<td>Students are required to give an oral presentation on African civilizations for students and faculty to assess at the I/E and D levels. Faculty will provide written feedback based to all students Evaluated using standard/common rubric</td>
<td>AFST 1001 AFST 1027 AFST 3020 AFST 3025 AFST 3040</td>
<td>1st year</td>
<td>Faculty who teach these particular courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I/E, D Oral Presentation</td>
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</tr>
</tbody>
</table>
Students are required to write an reflective essay to be assessed at the A level. Faculty will provide written feedback to determine how well each student understand and analyze class content. Evaluated using standard or common rubric.

**AFST 1001**  
**AFST 1027**  
**AFST 4097**  
**A Reflective Essays**

<table>
<thead>
<tr>
<th>2nd year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty who teach these particular courses</td>
</tr>
</tbody>
</table>

3: Students will apply a scholar activist approach in describing, explaining and addressing problems and issues related to the field of Africana Studies and the lives of African descended people such as (racism, sexism, classism, social inequality, poverty, and social justice).

During the 3rd and 4th Year Students are required to write an individualized research paper to be assessed at the A level.  
*Evaluated using standard/common rubric

**AFST 3025**  
**AFST 3040**  
**AFST 4097**  
**A Research Paper**

<table>
<thead>
<tr>
<th>3rd and 4th year</th>
</tr>
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<tbody>
<tr>
<td>Faculty who teach these particular courses</td>
</tr>
</tbody>
</table>

As a group Students will present the results of a particular project in the community addressing problems affecting people of African descent at levels D and A. Students will be given oral and written feedback by faculty. Evaluated using standard or common rubric.

**AFST 3040**  
**AFST 4097**  
**D, A Group Presentation**

<table>
<thead>
<tr>
<th>3rd and 4th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty who teach these particular courses</td>
</tr>
<tr>
<td>Course Code</td>
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<td>-------------------</td>
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<tr>
<td>AFST 1001</td>
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<tr>
<td>AFST 1027</td>
</tr>
<tr>
<td>AFST 1001</td>
</tr>
<tr>
<td>AFST 3025</td>
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</tbody>
</table>
* As evaluated using a standard/common rubric
V. Assessment Infrastructure

Assessment Personnel

Members of the Departmental Curriculum Committee will review assessment information annually. The curriculum committee will consist of three faculty members, and one elected Faculty Educator. The Undergraduate Director of Africana Studies will assume the position of Curriculum Committee Chair and the Graduate Director will serve as co-chair. As needed, graduate assistants and work-study students may be involved in data collection (e.g., obtaining and organizing assessment items from faculty members for presentation to the Curriculum Committee). The Undergraduate Program Director will be in charge of setting up electronic files, as well as collecting hard copies from faculty of relevant assessment information from their courses. The Curriculum Committee will be charged with analyzing and interpreting these data, producing an annual report, and disseminating that report to other departmental faculty. The Curriculum Committee will be responsible for designing the rubric for assessment with input from other faculty in the department. Our goal for designing a standard/common rubric is to ensure that each student meets the criteria of academic excellence. This is connected to the goals of the University of Cincinnati Diversity Plan which states “The University of Cincinnati will create and support a learning and working environment that reflects the university’s mission which includes a commitment to excellence and diversity” (Goal 4, University of Cincinnati Diversity Plan). It should be noted that given the anticipated large volume of work associated with assessment activities, faculty on the Curriculum Committee should be acknowledged as having a substantial department service load according to departmental workload policies and merit criteria.

Assessment schedule

At the beginning of each semester, the Undergraduate Director of Africana Studies will contact all faculty teaching required courses and remind them of the assessment data that will need to be collected for each course (e.g., scores on standard assignments, reflection papers, research papers, etc.). At the conclusion of the semester, faculty will be requested to submit the relevant data to the Undergraduate Director. The Undergraduate Director will organize these data according to the Program Learning Outcomes (PLO’s) that they address. The Curriculum Committee will meet annually (at the conclusion of the spring semester) to review assessment data for each required course and determine if actual level of achievement for each PLO’s matches the expected levels. A report will be compiled and shared with the faculty at the beginning of the fall semester for their review and comment. If issues and concerns are identified, the Undergraduate Director will discuss potential strategies to address the issues with the Curriculum Committee and make recommendations as to the implementation of these adjustments (for example, refining assessments, revising course Student Learning Outcomes (SLO’s) etc. Enrollment in CET&L workshops can help faculty implement these improvements. Annual reports of the Curriculum Committee, the associated data from the alignment matrix, and proposed recommendations will be stored and maintained by the Undergraduate Director.

These annual reports and meetings will allow the Curriculum Committee to make both tactical and strategic adjustments in the curriculum.