October 18, 2013

Dear Curriculum Committee:

Please find attached the following:

Course Proposal Forms for 3 new courses: AAST 290, 305, and 315
Change of Major Form
Signature Sheet for the entire package

Also, please note that AAST 315: Black Women Writers will be cross-listed with ENGL 315: Black Women Writers. The English department is proposing this course, under separate cover. That proposal functions as the department's approval of cross-listing.

Conseula Francis
Director, African American Studies
FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

• In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
• You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

AAST 290, AAST 305, AAST 315, Change of Major Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   
2. Signature of Academic Dean:
   
3. Signature of Provost:
   
4. Signature of Business Affairs (only for course fees):
   
5. Signature of Curriculum Committee Chair:
   
6. Signature of Budget Committee Chair (only for new programs):
   
7. Signature of Academic Planning Committee Chair (only for new programs):
   
8. Signature of Faculty Senate Secretary:
   
Date Approved by Faculty Senate: ____________________
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Conseula Francis  Phone: 3-7738  Email: francisc@cofc.edu

Department or Program: African American Studies  School: LCWA

Subject Acronym and Course Number: AAST 290

Catalog Year in which changes will take effect: FALL ___2014________

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [X] Add a New Course (complete parts C, D, F, G, H, I, J, K)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  - [ ] Course Number
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The African American Studies Program is proposing a number of permanent catalog courses as the program grows and adds faculty. This course, in particular, will allow us to offer special topics at the gen ed level.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

There is no impact on other programs or courses.

This form was last updated on 06/03/13 and replaces all others.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours:  _ _ lecture  _ _ lab  _ _ seminar  _ _ independent study
Contact hours:  _ _ lecture  _ _ lab  _ _ seminar  _ _ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn?  ____

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: AAST  
School: LCWA  
Subject Acronym: AAST  
Course Number: 290

Credit hours:  _3_ lecture  _ lab  _ seminar  _ independent study
Contact hours:  _ _ lecture  _ _ lab  _ _ seminar  _ _ independent study

Course title: Special Topics

Course description (maximum 50 words, exactly as it appears in the catalog):

An examination of a selected topic, designed to supplement or to investigate more fully offerings in the African American Studies curriculum. Choice of topics will reflect both student and faculty interest.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it?  □ yes  □ no
If so, which course?  ______________
Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):

Note: Cross-listed courses are equivalent.

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn?  ___9___

Is there an activity, lab, or other fee associated with this course?  □ yes  □ no  What is the fee?  $_______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.
F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No new costs are associated with this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will demonstrate the ability to formulate an effective analytical argument</td>
<td>A formal project will be assessed with a rubric. Students should receive at least 85% on the rubric.</td>
</tr>
<tr>
<td>2. Students will demonstrate knowledge of major ideas/questions in the discipline of African American Studies.</td>
<td>A formal assignment (exam, essay, project, etc.) will be assessed with a rubric. Students should receive at least 85% on the rubric.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course reinforces the SLO that students will be able to demonstrate knowledge of the major ideas/questions in the discipline of African American Studies.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
J. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
AAST 290: The Slave Narrative in the African American Imagination

Course Materials
- Narrative of the Life of Frederick Douglass AND Incidents in the Life of a Slave Girl (Modern Library Classics edition)
- Autobiography of Malcolm X, Malcolm X and Alex Haley
- Flight to Canada, Ishmael Reed
- The Oxherding Tale, Charles Johnson
- Kindred, Octavia Butler
- Beloved, Toni Morrison
- Readings from e-reserves (password: francis)

Course Overview
The slave narrative, second only to the blues perhaps, stands as the most influential genre in African American literature. In this course we will study the slave narrative as autobiographical text, cultural artifact, public performance, historical legacy, creative metaphor, and foundation of the African American literary tradition. We will seek to answer the following questions:
- How do twentieth century artists rewrite/reimagine/preserve the slave narrative tradition?
- Why is the slave narrative an attractive artistic form for artists generations removed from the institution of slavery?
- Why are the themes of bondage vs. freedom and the genre of autobiography so persistent in the African American imagination?

Our study of the slave narrative in the African American imagination will be exploratory. We study a wide range of texts to get a sense of the breadth of the slave and neo-slave narrative genre while we give our discussion of those texts depth through presentations, essays, and group projects.

Course Requirements
Reading: We will be reading almost a novel a week. It is very important to plan ahead and keep up.
Writing: You will write three response papers, one short essay, and a final project paper.
Final Project: Students will work in groups to design a museum exhibit for the forthcoming African American History museum. The exhibit will be for a section of the museum dedicated to
the history of slave narrative and should reflect the students’ understanding of the material covered in the course.

**Exams:** There will be a mid-term and final in this course.

‡‡ Course Policies ‡‡

**Attendance and Participation**
Come to class and come to class on time. You are allowed **three absences** (excused or unexcused). Use them wisely. After the third absence, I will deduct five points from your final grade for each class missed.

**Late and Missing Work**
Turn in written work on time. I will deduct 10% of the maximum number of points for every day (including weekends and holidays) an assignment is late. If you are having problems any assignment, please come and see me before the problem gets out of hand.

I do not accept papers over e-mail and a paper slipped under my door doesn’t count. Make sure to get your work **to me** on time.

‡‡ Grading ‡‡

Your grade will be calculated as follows:

- Class Participation 10%
- Response Papers 15%
- 2 Exams 20%
- Short Essay 15%
- Final Project 25%
- Final Paper 15%

The grading scale for this class is as follows:
100-90 (A); 89-86 (B+); 85-80 (B); 79-76 (C+); 75-70 (C); 69-60 (D); 59 and below (F).

‡‡ Plagiarism ‡‡

In a word—don’t. The work you turn in should be your own. While I encourage you to discuss ideas and look to your classmates to help you work through challenging material, the work you turn in for a grade should be work that you have done. You will receive an F for any work not your own.
## Slave Narrative in the African American Imagination

### Schedule of Assignments

Read the assignments on the schedule **before** class. These dates and assignments are subject to change. Readings marked with * can be found on e-reserve (password: francis).

<table>
<thead>
<tr>
<th>Date</th>
<th>TUESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26-28</td>
<td>Introductions</td>
<td>*“I Was Born”—James Olney</td>
</tr>
<tr>
<td>Sept. 2-4</td>
<td>Narrative of the Life of Frederick Douglass</td>
<td>Incidents in the Life of a Slave Girl (chaps. 1-2; 5; 10; 14; 17; 29; 39-41)</td>
</tr>
<tr>
<td>Sept. 9-11</td>
<td>Narratives</td>
<td>*“The Slave Narratives and the Picaresque Mode”—Charles Nichols</td>
</tr>
<tr>
<td>Sept. 23-25</td>
<td>Flight to Canada</td>
<td>Flight to Canada</td>
</tr>
<tr>
<td>Sept. 30-Oct. 2</td>
<td>Kara Walker (handouts)</td>
<td>Kara Walker (handouts)</td>
</tr>
<tr>
<td>Oct. 7-9</td>
<td>Oxherding Tale</td>
<td>Oxherding Tale</td>
</tr>
<tr>
<td>Oct. 14-16</td>
<td>Oxherding Tale</td>
<td>Test #1</td>
</tr>
<tr>
<td>Oct. 21-23</td>
<td>Fall Break</td>
<td>Kindred</td>
</tr>
<tr>
<td>Oct. 28-30</td>
<td>Kindred</td>
<td>Beloved</td>
</tr>
<tr>
<td>Nov. 4-6</td>
<td>Beloved</td>
<td>Beloved</td>
</tr>
<tr>
<td>Nov. 11-13</td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Nov. 18-20</td>
<td>“Hollywood Shuffle”</td>
<td>“Hollywood Shuffle”</td>
</tr>
<tr>
<td>Nov. 25-27</td>
<td>Project Day</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>Dec. 2-4</td>
<td>Presentations</td>
<td>Presentations</td>
</tr>
<tr>
<td>FINAL</td>
<td>Saturday, Dec. 13, 8-11</td>
<td></td>
</tr>
</tbody>
</table>