Section Six: Signature

Instructor/Course Coordinator proposing the course for ILC:

Signature:
Date: 2/20/19
Name: Lori Martin

Chair of the proposing unit/affirming approval by its instructor or appropriate faculty committee:

Signature: Stephen C. Finley
Date: 2/20/2019
Name: Stephen C. Finley

Dean (Associate Dean) of College or School, affirming support of the proposal:

Signature: Tray Blanchard
Date: 2/20/19
Name: Tray Blanchard

To be completed by Faculty Senate Integrative Learning Core Committee

☐ Approve as is
☐ Approve with modification
☐ Table for Discussion or Modification
☐ Deny

Chair, Faculty Senate Integrative Learning Core Committee (affirming approval by the Committee):

Signature: William E. Kelso
Date: 5/2/19
Name: William E. Kelso

Academic Affairs Approval

Signature: Matt Lee
Date: 7/9/19
Name: Matt Lee

DRAFT 01-16-19
ILC COURSE PROPOSAL REVIEW RUBRIC

Reviewer Name: 
Reviewer College: 
Review Month/Year: 
Review Due to FSILC committee: 

Course Proposal Submitter: 
Course Number: 
College: 
BOR Area: 
ILC Proficiency: 

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Accept</th>
<th>Modification</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section One: Course Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Listing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(New Course or Renewal)</td>
<td>Renewal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course listing is appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cross-listed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designation and number are present, if cross-listed.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Team Teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present, if cross-listed.</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If new course listing - anticipated enrollment is present for both internal and external to the discipline</td>
<td>36/40 are non-majors</td>
<td>36/40 are non-majors</td>
<td></td>
</tr>
<tr>
<td>If course renewal – enrollment of majors vs non-majors and disciplines of non-majors over past five years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BOR Area and Explanation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOR and rationale given sees appropriate given the course title.</td>
<td>OK</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section Two: ILC Primary Proficiency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Primary Proficiency</strong></td>
<td></td>
<td>OK</td>
<td></td>
</tr>
<tr>
<td>Primary proficiency is appropriate given the rationale, course title, and syllabus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dimensions</strong></td>
<td></td>
<td>4 of 5</td>
<td></td>
</tr>
<tr>
<td>At least three dimensions are selected.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Rationale
Rationale is provided on how the course aligns to the primary proficiency and dimensions selected.

<table>
<thead>
<tr>
<th>Sections</th>
<th>Assignment and Assessment Process for the Primary ILC Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension 1</strong></td>
<td>The direct measure has been selected, if ‘other’ the measure is direct and a description is provided. The assignment description provided seems appropriate given the dimension and direct measure chosen. The assessment criteria for each achievement level is provided and seems appropriate given the direct measure and assignment.</td>
</tr>
<tr>
<td>Cultural self-awareness</td>
<td>Essay</td>
</tr>
<tr>
<td><strong>Dimension 2</strong></td>
<td>The direct measure has been selected, if ‘other’ the measure is direct and a description is provided. The assignment description provided seems appropriate given the dimension and direct measure chosen. The assessment criteria for each achievement level is provided and seems appropriate given the direct measure and assignment.</td>
</tr>
<tr>
<td>Worldview frameworks</td>
<td>MC questions</td>
</tr>
<tr>
<td><strong>Dimension 3</strong></td>
<td>The direct measure has been selected, if ‘other’ the measure is direct and a description is provided. The assignment description provided seems appropriate given the dimension and direct measure chosen. The assessment criteria for each achievement level is provided and seems appropriate given the direct measure and assignment.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Essay</td>
</tr>
<tr>
<td><strong>Course Content</strong></td>
<td>A description of how the assignment(s) account for at least 20% of course content is provided.</td>
</tr>
<tr>
<td>OK</td>
<td></td>
</tr>
<tr>
<td><strong>Course Grade</strong></td>
<td>A description of how the assignment(s) account for at least 20% of course grade is provided.</td>
</tr>
<tr>
<td>OK</td>
<td></td>
</tr>
</tbody>
</table>
Integrative Learning
The course has identified at least one dimension from the Integrative Learning Rubric.

| OK? | Re-typing dimensions is what we want? No discussion of how those dimensions are actually covered in the class? |

Sampling
The sampling process for collecting data is present and seems appropriate given the student enrollment and assignment(s) type.

| All students | |

Section Four: ILC Secondary and Tertiary Proficiencies

Secondary Proficiency (optional)
One secondary proficiency is chosen along with a rationale as to how the course aligns.

Tertiary Proficiency (optional)
One tertiary proficiency is chosen along with a rationale as to how the course aligns.

Section Five: Syllabus

Syllabus
The syllabus was uploaded and included, at a minimum: a statement declaring that this course is an ILC course in the chosen BOR area and, as such, material in the course addresses students’ achievement of (list selected proficiency or proficiencies).

| Nothing in the syllabus on GenEd, proficiency, dimensions, etc. | |

Section Six: Signature

Signature Page
The signature page is uploaded and appropriate persons have signed.

| OK | |

Section Seven: Additional Documents

Additional Documents (optional)
Additional documents have been uploaded for review.

Reviewer Overall Comments:

Full Committee Comments:  

Full Committee Recommendation:

☐ Approve as is  
☐ Approve with modification  
☐ Table for discussion or modification  
☐ Deny
ILC COURSE PROPOSAL REVIEW RUBRIC

Reviewer Name: Elecia Lathon
Reviewer College: CHSE
Review Month/Year: April 2019
Review Due to FSILC committee: April 21, 2019

Course Proposal Submitter: Lori Martin
Course Number: AAAS 2000
College: Humanities and Social Sciences/Department of Sociology
BOR Area: Humanities
ILC Proficiency: Intercultural Knowledge and Competence,

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Accept</th>
<th>Modification</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section One: Course Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Listing</td>
<td>1</td>
<td></td>
<td>Renewal Title: add the word Intro to African and African American Studies</td>
</tr>
<tr>
<td>(New Course or Renewal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course listing is appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-listed</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designation and number are present,</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>if cross-listed.</td>
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<td></td>
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</tr>
<tr>
<td>Team Teaching</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present, if cross-listed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>1</td>
<td></td>
<td>40 students (Fall only)</td>
</tr>
<tr>
<td>If new course listing - anticipated</td>
<td></td>
<td></td>
<td>10% AAAS majors/minors</td>
</tr>
<tr>
<td>enrollment is present for both</td>
<td></td>
<td></td>
<td>90% other majors</td>
</tr>
<tr>
<td>internal and external to the discipline</td>
<td></td>
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<tr>
<td>If course renewal – enrollment of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>majors vs non-majors and disciplines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of non-majors over past five years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOR Area and Explanation</td>
<td>1</td>
<td></td>
<td>Humanities – more detailed needed here?</td>
</tr>
<tr>
<td>BOR and rationale given seems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate given the course title.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section Two: ILC Primary Proficiency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Proficiency</td>
<td>1</td>
<td></td>
<td>Intercultural Knowledge and Competence</td>
</tr>
<tr>
<td>Primary proficiency is appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>given the rationale, course title,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and syllabus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dimensions</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least three dimensions are selected.</td>
<td></td>
<td></td>
<td>Knowledge – cultural self-awareness</td>
</tr>
<tr>
<td></td>
<td>Knowledge – knowledge of cultural world view frameworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills – empathy</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Skills – verbal and nonverbal communication</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Attitudes – openness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rationale</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rationale is provided on how the course aligns to the primary proficiency and dimensions selected.

### Section Three: Assignment and Assessment Process for the Primary ILC Proficiency

| Dimension 1 | 1 | Essay – Knowledge – Cultural self-awareness  
| Exceeding: (last sentence should read responses to cultural bias.) |

The direct measure has been selected, if ‘other’ the measure is direct and a description is provided.

The assignment description provided seems appropriate given the dimension and direct measure chosen.

The assessment criteria for each achievement level is provided and seems appropriate given the direct measure and assignment.

| Dimension 2 | 1 | Multiple Choice – Knowledge of Cultural World View Frameworks |

The direct measure has been selected, if ‘other’ the measure is direct and a description is provided.

The assignment description provided seems appropriate given the dimension and direct measure chosen.

The assessment criteria for each achievement level is provided and seems appropriate given the direct measure and assignment.

| Dimension 3 | 1 | Dim. 3 – Essay: Skills Empathy  
| Dim. 4 – Presentation: Skills Verbal and Nonverbal Communication  
| Dim. 5 – Multiple Choice: Attitudes and Openness |

The direct measure has been selected, if ‘other’ the measure is direct and a description is provided.

The assignment description provided seems appropriate given the dimension and direct measure chosen.

The assessment criteria for each achievement level is provided and seems appropriate given the direct measure and assignment.

| Course Content | 1 | Course Grade |

A description of how the assignment(s) account for at least 20% of course content is provided.

A description of how the assignment(s) account for at least 20% of course grade is provided.

| Course Grade | 0 | Which assignments, Exam 1, Exam 2 or final paper? In class writing assignments are listed on the syllabus under course requirements. However, it is unclear if the writing assignments are graded or not. Is the research paper the same as the final paper or topic engagement paper and presentation? Syllabus |
## Integrative Learning
The course has identified at least one dimension from the Integrative Learning Rubric.

<table>
<thead>
<tr>
<th>Connections to Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

## Sampling
The sampling process for collecting data is present and seems appropriate given the student enrollment and assignment(s) type.

<table>
<thead>
<tr>
<th>All students will be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Class is capped @ 40</td>
</tr>
</tbody>
</table>

## Section Four: ILC Secondary and Tertiary Proficiencies

### Secondary Proficiency (optional)
One secondary proficiency is chosen along with a rationale as to how the course aligns.

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

### Tertiary Proficiency (optional)
One tertiary proficiency is chosen along with a rationale as to how the course aligns.

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

## Section Five: Syllabus

### Syllabus
The syllabus was uploaded and included, at a minimum: a statement declaring that this course is an ILC course in the chosen BOR area and, as such, material in the course addresses students’ achievement of (list selected proficiency or proficiencies).

<table>
<thead>
<tr>
<th>BOR area not listed – Humanities (is this needed?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

## Section Six: Signature

### Signature Page
The signature page is uploaded and appropriate persons have signed.

<table>
<thead>
<tr>
<th>Signature page included</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

## Section Seven: Additional Documents

### Additional Documents (optional)
Additional documents have been uploaded for review.

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

Reviewer Overall Comments: Overall, approve with modifications – only a few minor changes need to be made but otherwise all of the information is accurate and complete.

Full Committee Comments
- [ ] Approve as is
- [ ] Approve with modification
- [ ] Table for discussion or modification
- [ ] Deny

Full Committee Recommendation:
**Integrative learning** is (1) an understanding and (2) a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. (Definition adapted from the American Association of Colleges and Universities Integrative Learning VALUE Rubric). To view the Integrative Learning Rubric, click [here](#).

LSU is transitioning to the Integrative Learning Core (ILC). This transition will occur in phases, giving the flexibility for existing general education courses and new proposals to align with the University’s ILC. The Faculty Senate Integrative Learning Core (FSILC) Committee invites departments to submit new and existing courses to be certified as part of the ILC.

The ILC curriculum for LSU students spans the years of undergraduate study and is composed of two components. First, students are required to complete 39 hours that provide a breadth of knowledge across six Louisiana Board of Regent (BOR) areas. Second, courses used to satisfy the six BOR areas, will contribute to the students’ competency in one or more of the below LSU ILC proficiencies.

<table>
<thead>
<tr>
<th><strong>ILC Proficiencies</strong></th>
<th><strong>Louisiana BOR Areas</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Engagement</td>
<td>English Composition</td>
</tr>
<tr>
<td>Ethical Reasoning</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Global Learning</td>
<td>Humanities</td>
</tr>
<tr>
<td>Inquiry and Analysis</td>
<td>Mathematics/Analytical Reasoning</td>
</tr>
<tr>
<td>Intercultural Knowledge and Competence</td>
<td>Natural Science (Life and Physical)</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Social/Behavioral Sciences</td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
</tr>
</tbody>
</table>

The ILC curriculum will be implemented fully by August 2022 and will supersede the current general education curriculum, however the BOR areas will be maintained. Any general education course that is not approved as an ILC course by December 2021 will no longer be considered to fulfill ILC requirements. However, the FSILC Committee will continue to accept course proposals each
Before completing this application, it is important to review the ILC Toolkit. The toolkit provides directions, forms, rubrics, definitions, descriptions, and guiding questions to assist in fully completing the course proposal. The proposal requires specific information and decisions that should be made well in advance of starting this process. Course proposals that are incomplete will not be reviewed. Majority of fields are required, including the syllabus and signature page.
Please mark one:

**New Course Listing:** A new course listing is a proposal for a course that is new to the ILC and has never been approved for general education.

**Course Renewal:** A course renewal is an approved general education course proposing to be certified as an ILC course.

### Course Information:

<table>
<thead>
<tr>
<th>Designation</th>
<th>AAAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>2000</td>
</tr>
<tr>
<td>Title</td>
<td>African and African American Studies</td>
</tr>
<tr>
<td>Semester credits</td>
<td>3</td>
</tr>
</tbody>
</table>

### Course Coordinator Information:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Lori</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td>Martin</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:lorim@lsu.edu">lorim@lsu.edu</a></td>
</tr>
</tbody>
</table>

ILC Courses must be offered at least once per year. Please choose the planned schedule for which the course will be offered (mark all that apply).

- **Fall Semester**
- Spring Semester
- Summer Session Terms
- Intersessions

If the course is cross-listed, please indicate course designation and number.
Contact hours per week:

| Lecture | 3 |
| Labor |   |

Delivery mode (mark all that apply):

- Face to Face (Traditional)
- Online (Traditional)
- Hybrid (Traditional)
- LSU Online
- Dual Enrollment

College/School:
- College of Humanities & Social Sciences

School/Department:
- Department of Sociology

For course renewals, describe past student enrollment in terms of the numbers of majors versus non-majors in the course, and the disciplines of non-majors that have enrolled in the course over the last 5 years.

AAAS has a total of about 30 majors and 50 minors. About 10% of the 40 students enrolled in AAAS 2000 are AAAS majors or minors. The remaining students are drawn primarily from other programs and departments in the humanities and social sciences, including religious studies, sociology, English, and political science. While 6 students were enrolled in the capstone course during the 2017/2018 academic year, 15 students are currently enrolled in the capstone course. Three students graduated with BA degrees with a concentration in AAAS in December 2018.

Characters remaining: 1439
Louisiana BOR area (mark only one):

<table>
<thead>
<tr>
<th>English Composition</th>
<th>Fine Arts</th>
<th>Humanities</th>
<th>Mathematics/Analytical Reasoning</th>
<th>Natural Science (Life)</th>
<th>Natural Science (Physical)</th>
<th>Social/Behavioral Science</th>
</tr>
</thead>
</table>

Explain why the course should be listed under the chosen Louisiana BOR area.

While the course is interdisciplinary, Humanities is the most appropriate Louisiana BOR area given the emphasis on human culture, including literature, culture, philosophy, religion, etc.

Characters remaining: 1812

The primary ILC proficiency marked below must align to the assignment(s) you provide below along with at least three dimensions of the corresponding VALUE Rubric. **Note, at least 20% of the course content and at least 20% of the course grade, must address this proficiency.**
Primary Proficiency (mark only one):

- Civic Engagement
- Ethical Reasoning
- Global Learning
- Inquiry and Analysis
- Intercultural Knowledge and Competence
- Oral Communication
- Problem Solving
- Quantitative Literacy
- Written Communication

Select corresponding Intercultural Knowledge and Competence dimensions:

- Knowledge - Cultural self-awareness
- Knowledge - Knowledge of cultural worldview frameworks
- Skills - Empathy
- Skills - Verbal and nonverbal communication
- Attitudes - Curiosity
- Attitudes - Openness
Provide a compelling rationale as to how this course aligns to the primary proficiency and dimensions chosen.

The course provides students with opportunities to develop knowledge of cultural worldview frameworks through the study of people in Africa and throughout the Africana Diaspora. The course enhances awareness about one's own culture and responses to others, including Africana cultures. Moreover, by attaining a greater understanding of the history and culture of people of Africa and the Africa Diaspora, students gain greater openness and empathy towards this population and other historically disadvantaged groups. Furthermore, through small group work and student-led discussion, students enhance their verbal and nonverbal communication skills.

The assessment plan for ILC will include a course-specific assessment procedure that requires all instructors for a given ILC course to collect and analyze data on a primary proficiency chosen for the course. Data will be collected each year from a majority of the sections for each ILC course to provide evidence of student achievement following the Data Collection Form process. Instructors will complete the Data Collection Form in Excel for their individual sections and submit to the Course Coordinator. The Course Coordinator will combine all section-level data collection forms and submit one combined data collection form to the Office of Institutional Effectiveness. The department chair (or his/her designee) is responsible for submitting the Course Impact Report to the Office of Institutional Effectiveness on a rotating basis, once every three years, aligned with the ILC assessment schedule.

Before selecting the direct measure (assignment type), consider the following: 1) the measure chosen must be the same across all sections, 2) you must choose a measure for each dimension identified, 3) the measure chosen could be the same for each dimension (i.e. a lengthy essay (3+ pages) could assess multiple dimensions), and 4) if choosing multiple choice questions – at least 5 questions per dimension is required – for a minimum of 15 questions.
Please identify which direct measure the course will use to assess the Intercultural Knowledge and Competence Dimension, *knowledge - cultural self-awareness*.

Artistic Performance

Essay

Lab Report

Multiple Choice

Presentation

Reflection Paper

Short Answer

Other (please specify)

Describe the assignment(s) that you have chosen for assessment purposes for this dimension.

Students must complete an essay where they identify similarities and differences between a subgroup with the African and African American Experience and some other group. Students may include a group to which they belong. The 10-15 page essay should draw from course materials and class discussions, and from the personal experience.

Characters remaining: 3664
The proficiency-based rubric includes four achievement levels: not approaching, approaching, meeting, and exceeding. Please describe your assessment criteria for each target level, i.e. the criteria you used to determine how many students were at each target level.

| Not Approaching: Ability to engage in self-reflection is absent. Students demonstrate a lack of understanding of cultural differences and cultural biases. Approaching: Student shows limited cultural awareness about their own culture as well as the culture of others. Demonstrates difficulties in identifying cultural biases. Ignores potential responses to cultural bias. Meeting: Students demonstrate an awareness of the ways in which their personal experiences may impact how they evaluate other cultures but demonstrate a relatively low-level of identifying appropriate responses to cultural bias. Exceeding: Students demonstrate an awareness of the ways in which their personal experiences may impact how they evaluate other cultures. Students also demonstrate multiple ways to response to cultural bias. |

Please identify which direct measure the course will use to assess the Intercultural Knowledge and Competence Dimension, *knowledge - knowledge of cultural worldview frameworks.*

- Artistic Performance
- Essay
- Lab Report
- **Multiple Choice**
- Presentation
- Reflection Paper
- Short Answer
- Other (please specify)
Describe the assignment(s) that you have chosen for assessment purposes for this dimension.

Students will complete a ten-item questionnaire about selected cultural frameworks.

The proficiency-based rubric includes four achievement levels: not approaching, approaching, meeting, and exceeding. Please describe your assessment criteria for each target level, i.e. the criteria you used to determine how many students were at each target level.

Not approaching: 5 or less correct  Approaching: 6-7 correct  Meeting: 8-9 correct  Exceeding: 10 correct

Please identify which direct measure the course will use to assess the Intercultural Knowledge and Competence Dimension, skills - empathy.

- Artistic Performance
- Essay
- Lab Report
- Multiple Choice
- Presentation
- Reflection Paper
- Short Answer
- Other (please specify)
Describe the assignment(s) that you have chosen for assessment purposes for this dimension.

Each student will write a 10-15 page reflection paper where they receive a writing prompt to demonstrate their understanding and application of the concept of empathy.

The proficiency-based rubric includes four achievement levels: not approaching, approaching, meeting, and exceeding. Please describe your assessment criteria for each target level, i.e. the criteria you used to determine how many students were at each target level.

Not approaching: Student is unable to define or apply concept of empathy. Approaching: Student able to define empathy but demonstrates limited knowledge of applying the concept. Meeting: Student defines and applies empathy in response to the writing prompt. Exceeding: Student demonstrates excellence in defining and applying empathy.

Please identify which direct measure the course will use to assess the Intercultural Knowledge and Competence Dimension, **skills - verbal and nonverbal communication**.

- Artistic Performance
- Essay
- Lab Report
- Multiple Choice
- Presentation
- Reflection Paper
- Short Answer
- Other (please specify)
Describe the assignment(s) that you have chosen for assessment purposes for this dimension.

Each student is required to make an oral presentation about their research paper, which must address some aspect of African culture and/or some aspect of the Africana Diaspora. Characters remaining: 3822

The proficiency-based rubric includes four achievement levels: not approaching, approaching, meeting, and exceeding. Please describe your assessment criteria for each target level, i.e. the criteria you used to determine how many students were at each target level.

Not approaching: Student does not engage the audience. Statements are not well-supported. The presentation is not well-organized. The student uses little or no visuals. 
Approaching: Student engages the audience on a limited basis. Statements are not consistently supported. Organization of the presentation needs work. Visuals are limited and/or contain errors. 
Meeting: Student engages the audience. Statements are supported but citations are missing. The organization of the presentation is satisfactory. Visuals are appropriate. 
Exceeding: Conversations about the student's presentation are very active. All statements are properly cited. The presentation is well organized. Visuals are free of errors and help to communicate key points. 

Characters remaining: 1236

Please identify which direct measure the course will use to assess the Intercultural Knowledge and Competence Dimension, *attitudes - openness*.

- Artistic Performance
- Essay
- Lab Report
- Multiple Choice
- Presentation
- Reflection Paper
- Short Answer
- Other (please specify)
Describe the assignment(s) that you have chosen for assessment purposes for this dimension.

Each student will be asked to answer a series of 10-multiple questions as part of a larger exam (Exam 1), which includes questions to determine the degree to which students express an openness towards other cultures.

The proficiency-based rubric includes four achievement levels: not approaching, approaching, meeting, and exceeding. Please describe your assessment criteria for each target level, i.e. the criteria you used to determine how many students were at each target level.

Not approaching: 5 or less correct Approaching: 6-7 correct Meeting: 8-9 Exceeding: 10

Briefly describe how the teaching techniques in the class (e.g., lecture, discussion, writing assignments, journals, blogs, etc.) to address the primary proficiency will account for at least 20% of course content (e.g., Section 1, 8 lectures, approximately 15% of presented material devoted to Global Learning; 5% of class time devoted to discussion of global current event summaries written by students; Section 2...). This description should align with the course outline provided in the syllabus.

50% of the lectures and 50% of the course content for each of the 14-week shall be devoted to teaching techniques that address the primary proficiency.

Briefly describe how the assignment(s) to be used to assess the primary proficiency accounts for at least 20% of the course grade (e.g., Exam 1 is 5%, Exam 2 is 5%, Essay is 10% equaling 20% of the course grade dedicated to the primary proficiency). This description should align with the course outline provided in the syllabus.

Exam 1: 10% Research paper 10%
As an ILC course, the assignment(s) used to assess the primary proficiency should provide students the opportunity to integrate their learning. Please identify one or more dimensions, from the Integrative Learning Rubric, your students will be expected to achieve in this course.

- Connections to Experience - connects relevant experience and academic knowledge
- Connections to Discipline - makes connections across disciplines/perspectives
- Transfer - adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations
- Integrated Communication - chooses a format, language, or graph (or other visual representation) in ways that enhance meaning
- Reflection and Self-Assessment – demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflection or creative work)

Describe your sampling process for collecting data. For example, in small courses (<25), it is expected that the work produced by all students in the course will be assessed. However, in larger classes, a sample of student work is acceptable.

It is expected that the work of all students in the course will be assessed. Each section is capped at 40.

OPTIONAL: Although not required, Faculty Senate ILC Committee encourages Instructors teaching the course address Secondary and Tertiary proficiencies; however, these proficiencies will not be assessed at the ILC level.
Provide a compelling rationale as to how this course aligns to the secondary proficiency and dimensions chosen.
Provide a compelling rationale as to how this course aligns to the tertiary proficiency and dimensions chosen.

Characters remaining: 2000
Please upload the syllabus to this proposal.

At a minimum the sample syllabus must include a statement declaring that this course is an ILC course in the chosen BOR Area and that, as such, material in the course addresses students’ achievement of (list selected proficiency or proficiencies).

The ILC Course Proposal requires the Instructor/Course Coordinator, Chair, and Dean/Associate Dean signatures before the FSILC Committee can review the proposal. If the Chair and Dean/Associate Dean has already reviewed, approved, and signed the signature form; please upload.

If the review, approval, and signatures have not occurred and you would like to download this proposal, you will be redirected to do so once you submit. Please send the PDF version of this proposal to the Chair and Dean/Associate Deans for review, approval, and signatures. Once the signature page is completed, submit the entire ILC Packet (PDF version of ILC proposal and signature page) to gened@lsu.edu.

If changes are needed once the proposal has been submitted, please email gened@lsu.edu and ask to edit your original proposal.
Please upload any additional document you feel help support your proposal (optional).

Drop files or click here to upload

Thank you for completing your ILC Course Proposal.

If you would like to go back and review any content before submitting, please do so now by clicking the 'Go Back' buttons. Once you move forward you will not be able to make changes.

To submit as is, click the 'Submit' button. You will be directed to download a PDF version. Please do so for your records. If you find errors after submitting or changes that need to be made, please contact gened@lsu.edu. The Office of Institutional Effectiveness can send you a private link that allows you to edit your original submission.

If you have Integrative Learning Core (ILC) questions, please email gened@lsu.edu.

Technical or Survey-based questions contact Tori Clement, Coordinator, Office of Institutional Effectiveness, by phone at 578-4935.

Philosophical or Content-based questions contact Tara Rose, Director of Assessment, Office of Institutional Effectiveness, by phone at 578-4915.

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INTRODUCTION TO AFRICAN & AFRICAN AMERICAN STUDIES
AAAS 2000 Fall 2019
Tuesdays and Thursdays, 10:30-11:50am
112 Lockett Hall

Professor: 
Office: 
Office phone #: 
Email: 
Office Hours:

Course Description:
This survey course introduces students to the content and contours of Africana Studies as a field of study—its genealogy, development, and future challenges. The course focuses on the complex history, culture and contemporary experiences of Africa and African-descended peoples in the Americas, particularly the United States and the Caribbean. We will also give some attention to how members of the Diaspora remember and encounter Africa, and respond to the history of enslavement, colonialism, apartheid, racism and globalization. In addition to historical documents and literature, film, music, and art will be used to develop a critical understanding of the African Diaspora. These non-written, interdisciplinary, texts will make abstract readings come to life while stimulating the development of critical thinking skills. Students are encouraged to draw connections between these interdisciplinary approaches and representations of ideas, issues and people that we uncover from our course readings and discussions. Students who can profit from taking this course include those preparing for graduate school in the humanities and social sciences, careers that serve diverse populations, such as the health sciences, education, and counseling; or careers that require travel abroad, such as international business and international law.

Integrated learning allows students to make simple connections among ideas and experiences and across disciplines and perspectives. The LSU Integrative Learning Core (ILC) curriculum is designed to develop student abilities to transfer their learning to new situations, and demonstrate a sense of self as a learner. A fundamental goal of the ILC is to foster students’ practical and intellectual capacities associated with integrative learning in preparation for high competence and functionality in their post-baccalaureate careers. This course fulfills the BOR Area of Humanities and provides students with experience with the ILC proficiency of Intercultural Knowledge and Competence.

Course Goals:
There are three objectives that the successful student will have met by the end of the course:

1) To become conversant with key themes, movements, and scholarship within Africana Studies and broaden existing knowledge of black culture, experiences and politics.
2) To recognize and apply interdisciplinary methods of analysis and techniques to studying the African Diaspora
3) To strengthen critical reading, writing, and thinking skills.

Course Requirements:
The following requirements serve as the basis for course evaluation:

Exam One-October 11 30%
Exam Two- November 17 30%
Final Paper- December 1 40%

Please note that this course will be run as a seminar. This means it will rely on weekly reading-based student discussions, participation, and initiative. I will provide the occasional lectures for each component or theme, but for the most part I will be eliciting and orienting class discussion by posing questions and suggesting themes and perspectives. Class debate should not center on presentation of facts, but rather on discussion of issues, questions, relationships, concepts and approaches. In class, we will analyze primary sources, namely documents, literature, music, art and film to assess what they tell us about Africana Studies.

It is imperative that you prepare for each class by doing the required reading before each class session for that week. Students should prepare for class by reading the assigned material before class. However, reading the material is only the first step towards preparing for class. It is also recommended that you 1) choose a quote or passage in one of the assigned readings, 2) be able to explain what you think the quote or passage means and how it relates to the central theme/premise of the reading, 3) and understand how this information is relevant to one or more of the readings for that day and/or how you can apply or compare it to a contemporary issue. You will also have periodic in-class writing assignments that are unannounced, but they will be taken out of your reading, viewing or listening assignments.

You should aim to spend at least THREE HOURS doing preparatory reading for each class. **Please do not sign up for this course unless you are interested in the close, critical reading and discussion of assigned materials.** Failure to prepare for the class will result in a very low participation grade and can affect your overall grade for this class. Student attendance is required at all course meetings and events. Every absence after two instructor excused absences will result in the reduction of your overall grade by five points.

Required Materials, Readings, Films & Events:
All course materials and readings can be found on the Moodle website. Moodle is an essential component to our class since we are not using a textbook this semester. Class announcements, links to related videos and websites, and grades will be posted to Moodle. It is recommended that you print out the course readings and bring them to class with you. If you do not print out your sources, you need to bring electronic versions of the materials to class in an easy access format for class discussion. Sometimes short primary sources will be
distributed for discussion in class. If you miss a class it is your responsibility to contact me to collect these documents.

**Topic Engagement Paper and Presentation:** Students will have the opportunity to select a topic related to African Americans and culture and engage with in an in-depth analysis drawing primarily from academic research (e.g., relevant articles, books, and news stories). To be eligible for full credit, the paper should be no fewer than 10 and not more than 15 double-spaced, typed pages and adhere to the APA and paper guidelines listed below.

All writing must be in APA format which means properly citing sources, avoiding colloquial terms and phrases (e.g. big-time, kids, dad, awesome), writing out numbers below 10 (e.g. one, nine), writing out abbreviations when first used (with proper annotation), etc. (see APA manual, online resources, or instructor for further guidance). Failure to comply with the aforementioned standards will result in a one percent reduction in the overall grade of the assignment per occurrence. Additionally, writing should be consistent (e.g., if you write USA in one sentence, do not write U.S.A. in another sentence), avoid contractions (e.g. it’s, don’t), be in 12 point Times New Roman font, be double-spaced throughout (do not include extra spaces between paragraphs–including reference section), use one-inch margins and “No Spacing” format. Failure to comply with formatting requirements may result in up to a 10 percent reduction in the overall grade of the assignment per formatting error. Inconsistencies in writing will result in a one percent reduction in the assignment grade per inconsistency. There is no need to dedicate space on your paper to information such as student name, instructor name, date, name of assignment, course number, etc. because this information should be reserved for the cover page which is not included in the required page length. Reference lists and other supplemental material are also not included in the required page length. Papers which do not meet the minimum page length will be receive credit for the portion of the work completed. Students should proofread their work. The instructor recommends students proofread their own work and find assistance from a competent source who can accurately proofread the students’ work as well. Points will not be earned for writing errors, especially if the instructor cannot make sense of what the student is attempting to convey.

**Exams:** There will be two exams in this class. These exams will consist of identification questions, matching, multiple-choice, short answer, and may include essays. The exam material may come from the assigned readings, class lectures, class discussions, student presentations, and supplemental materials. Make-up exams will not be given without arrangements being made with sufficient advanced notice prior to the exam or the production of a valid excuse for absence. The make-up exam (if given) may be a different exam and/or a different format.

**Course Policies:**
Attendance & Participation: Class attendance is regarded as an obligation as well as a privilege and all students are expected to attend regularly. Failure to do so may jeopardize your grade. Attendance (verbally or written) will be taken each class period and if you come in late you will be responsible for contacting me at the end of class to let me know that you were there. In case of sickness or other legitimate reason for absence it is your responsibility to inform me in advance, or as soon as possible after the class. Every absence after two instructor excused absences will result in the reduction of your overall grade by five points. I encourage meaningful and positive class participation, so please respect me and your peers when they are speaking. To earn full participation points, you must come to class prepared to discuss the readings assigned for that class period and with the necessary materials. Participation will be assessed based on the quality of your contribution to class, group participation and in-class assignments and activities.

Missing an Examination: In the event of a missed exam the student should contact the professor as soon as possible. It is your responsibility to find me; do not expect me to track you down. You must take exams when they are scheduled. If you missed an examination due to an emergency (car accident, emergency room visit, sick child, or death in the family) you must: (1) contact me within 24 hours of your absence, and (2) provide written documentation of your absence.

Grading Scale: Plus/Minus System: The following grading scale will be used to determine the letter grade for the course.

A+ (97-100)
A  (93-96)
A- (90-92)
B+ (87-89)
B  (83-86)
B- (80-82)
C+ (77-79)
C  (73-76)
C- (73-76)
D+ (67-69)
D  (63-66)
D- (60-62)
F   (59 and below)

Extra Credit: In addition to the above course requirements, students may receive extra credit by attending campus/community events related to Africana Studies and submitting a written response linking the event to our course themes. Potential events (lectures, performances, etc.) will be announced in class.

Disability: Please report any special accommodations to me as soon as possible.

Student Code of Conduct: Chatting (side conversations), reading the paper, sleeping, wearing personal headphones, playing with cell phones, and generally not paying attention during the lecture can be distracting not only to me but to your fellow classmates. Please
turn off cell phone before coming into class. I expect that you will maintain the highest standards of intellectual honesty in this class. Anyone involved in any act of academic dishonesty as outlined by the University’s Student Conduct Code will be referred to the Dean of Students.

Reading Assignments

From Black Studies to Africana Studies: Development of the Field

Week 1:
Tuesday, August 23:
• Course Overview

Thursday, August 25:
• Carter G. Woodson, “The Study of the Negro,” in Floyd Hayes III, ed., *A Turbulent Voyage: Readings in African American Studies* (henceforth *TV*). ***Remember all readings are on the Moodle website***
• Manning Marable, “Black Studies, Multiculturalism and the Future of American Education,” in *TV*

Week 2:
Tuesday, August 30:
• *Black Studies in the University: A Symposium* (1969)
• Fabio Rojas, “Preface” and “The Life and Death of Black Studies Programs” in *From Black Studies to Black Power: How a Radical Social Movement Became an Academic Discipline*
• Case Study: LSU

Thursday, September 1:
• Film screening and discussion: *Black Is, Black Ain’t*

Slavery, Freedom, and Representations of Blackness

Week 3:
Tuesday, September 6:

Thursday, September 8:
• C.L.R. James, *The Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution* (selections).
**Week 4:**
Tuesday, September 13:
- Booker T. Washington, *Up from Slavery* (selections)
- Anna Julia Cooper, “Womanhood: A Vital Element in the Regeneration and Progress of a Race,” in *I Am Because We Are: Readings in Black Philosophy* (henceforth *IBWA*).

Thursday: September 15:
- Selected Spiritual Songs from the Fisk Jubilee Singers

**Week 5: Black Internationalism**
Tuesday, September 20:
- *Introduction to Interdisciplinary Research*
- *Guide to Final Project*

**Week 6:**
Tuesday, September 27:
st
Thursday, September 29:

***Exam One—In class*** Bring a blue book

**Week 7: Racism, Anti-Colonialism, and Resistance**
Tuesday, October 4:
- Selections from Aimé Césaire, *Discourse on Colonialism*

Thursday, October 6:
- Steve Biko, “White Racism and Black Consciousness,” in *I Write What I Like*

**Week 8: Between Civil Rights and Black Power:**
Tuesday, October 11:
- Malcolm X, “The Ballot or the Bullet”
- Martin Luther King, Jr, “Letter from a Birmingham Jail”

Thursday, October 13:
- Selections from *Bayou*

**Week 9: Black Women’s Movements and Black Feminism**
Tuesday, October 18:
- Gwendolyn Brooks (poetry selections)

Thursday, October 20:
- Patricia Hill Collins, “Mammies, Matriarchs, and Other Controlling Images,” in *African Philosophy: An Anthology*

**Week 10: The Cuban Revolution: Comparative Perspectives**
Tuesday, October 25:
- TBA

Thursday, October 27: No class—Fall Break

**Week 11:**
Tuesday, November 1:
- In class film and exam review

Thursday, November 3:
- ***Exam Two - In class*** Bring Blue Book

Contemporary Debates on 21st Century Black Identity

**Week 12: Hair, Color, and Everyday Politics**
Tuesday, November 8:
• Melissa Harris-Lacewell, *Barbershops, Bibles, and BET: Everyday Talk and Black Political Thought*, Ch. 5

Thursday, November 10:

**Week 13: Hair, Color, and Everyday Politics Cont.**
Tuesday, November 15:
• In class film and discussion: *Good Hair*

Thursday, November 17:
• Writing workshop

**Week 14:**
Tuesday, November 22: Research consultations by appointments

Thursday, November 24: No Class-Thanksgiving break

**Week 15: African and African American Studies and Beyond**
Tuesday, November 29: Closing Thoughts, Group Reflections & Course Evaluation

Thursday, December 1:
• In Class Oral Presentations (FINAL PROJECTS DUE)

Happy Holidays!!!
# ILC COURSE PROPOSAL MODIFICATION FORM

**Reviewed April 23, 2019 ~ Approved with Modifications**

## Course Information

<table>
<thead>
<tr>
<th>Designation</th>
<th>AAAS</th>
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<tr>
<td>Number</td>
<td>2000</td>
</tr>
<tr>
<td>Title</td>
<td>African and African American Studies</td>
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### Modification 1:
The title of the course should be the exact same as it appears in the course catalog. Can you clarify the title of the course? Is it African and African American Studies or Introduction to African and African American Studies?

**Course Coordinator Response:** Introduction to African & African American Studies

### Modification 2:
Under the dimension of ‘knowledge: cultural self-awareness’, you indicate the following: “student must complete an essay where they identify similarities and differences between a **subgroup** with the African and African American Experience and some other group”. Can you clarify this statement and what you mean by subgroup?

**Course Coordinator Response:**
A subgroup might include someone identifying their race as black and their ethnicity as Haitian, Jamaican, Nigerian, for examples.

### Modification 3:
Although you have a statement in your syllabus regarding General Education and the BOR area, we ask that you replace your statement with the below approved FSILC Committee statement. After reviewing a few proposals, the committee has chosen to draft a boiler plate statement that should be added to all syllabi. We also discussed the need to have the statement at the beginning of the syllabus. Please add the below statement to the beginning of your syllabus and resubmit the syllabus along with this modification from within one week.

*Integrated learning allows students to make simple connections among ideas and experiences and across disciplines and perspectives. The LSU Integrative Learning Core (ILC) curriculum is designed to develop student abilities to transfer their learning to new situations, and demonstrate a sense of self as a learner. A fundamental goal of the ILC is to foster students’ practical and intellectual capacities associated with integrative learning in preparation for high competence and functionality in their post-baccalaureate careers. This course fulfills the BOR Area of ___________ and provides students with experience with the ILC proficiency of ________________.*

**Course Coordinator Response:** Please see the revised syllabus.
**Modification 4:** Throughout the proposal, you discuss an essay paper, research paper, reflection paper, final paper, and final project. Can you clarify that these are all one in the same?

**Course Coordinator Response:** Correct.