

## **REMINDER TO ALL GRADUATING OR SECOND-SEMESTER AFRICANA STUDIES SENIORS**

**Senior papers are to be submitted to Dr. Plant in the Africana Studies Department main office at the end of the Fall Semester. Senior Portfolios are to be submitted in the Spring Semester. Guidelines for senior requirements are found below and can be picked up in the Africana Studies Department main office.**

### **GRADUATION REQUIREMENTS FOR AFRICANA STUDIES MAJORS**

#### **I. Educational Student Outcomes**

- A. Graduating seniors will demonstrate knowledge and comprehension of the history of the dispersion of people of African descent during the Atlantic slavery period, the significance of race in the dispersion of African peoples, and an understanding of the diverse patterns of racial construction among peoples in the African Diaspora.
- B. Graduating seniors will be required to demonstrate ability to present an argument, verbally, that displays their knowledge and understanding of the history of the dispersion of people of African descent during the Atlantic slavery period, the significance of race in the dispersion of African peoples, and an understanding of the diverse patterns of racial construction among peoples in the African Diaspora.
- C. For the senior year of preparation for the BA degree, students will be required to maintain a portfolio, of all classes taken during the senior year (including non-Africana courses). Student is to include in the portfolio an essay that demonstrates critical thinking skills and knowledge of the discipline of Africana Studies.

#### **II. Means of Assessing Outcome “A.”**

- A. The Student Learning Outcomes Committee (SLOC) has set a group of related question sets from which all majors will choose a topic for a paper written for any junior- or senior-level Africana Studies required or elective course. The papers will be analyzed by the SLOC at the end of each semester.
  - 1. Paper Guidelines
    - a. to be completed the first semester of the senior year
    - b. 12-15 pages
    - c. content of paper is to be reflective of question-set (see below) supplied by the SLOC and consistent with outline submitted with final paper.

- d. stylistics of paper
    - i. focused
    - ii. well developed, i.e., consistent with outline
    - iii. demonstrative of analytical (rather than only descriptive) ability and critical thinking skills
    - iv. demonstrative of knowledge and understanding of subject matter
    - v. demonstrative of ability to synthesize information and draw conclusions consistent with paper content
    - vi. follows MLA documentation format
  - e. one component of the paper is to be focused on the history of racial construction. (This aspect of the paper is designed to facilitate the “verbal argument” requirement of the student outcomes assessment objective.
  - f. student is to prepare an annotated bibliography of a minimum of five scholarly sources. Such review is to be reflected in paper proposal.
2. Student is to submit annotated bibliography, paper proposal, and a detailed sentence outline of paper to class instructor by midterm of the semester. Student is to submit copies of submitted materials to the Chair of the Outcomes Committee (Dr. Plant). Not later than three weeks prior to the last day of scheduled classes, student is to submit a draft of the proposed paper to instructor and a copy to Committee Chair. Final paper is to be submitted by the last day of scheduled classes, and a copy of final paper submitted to the Committee Chair.

### III. Means of Assessing Outcome “B.”

- A. Student is to give a 20-minute verbal presentation based on the paper prepared in fulfillment of Student Outcome “A.” Presentation focus is to be determined in consultation with any member of the SLOC (Drs. Kissi, Rodriguez, Plant). Presentation is to be given during a half-day colloquium, at a time set by the SLOC, during the latter part of the second semester of the student’s senior year. The presentation may consist of two panels of 3-4 presenters and a discussant.

### IV. Means of Assessing Outcome “C.”

Student is to maintain a portfolio of all senior-year courses taken. Student is to include in portfolio a five-page, minimum, double-spaced, typed, reflective essay. Student is to submit portfolio during the latter part of the second semester of the student’s senior year.

Portfolio is to be bound in a 3-ring binder; organized by semester and course. The following are examples of materials that may be contained in the portfolio:

- a) a summary of the class experience (emphasizing the dynamic cultural interactions between Africa and the African Diaspora)
- b) a summary of a class project
- c) critical summary of course reading material
- d) seminar paper

- e) outline of a class presentation
- f) description of a field trip
- g) description of conference activities
- h) student journal

All summary and descriptive reports are to be critical in nature.

Portfolio essay is to evaluate course material and synthesize insights from course data that demonstrate an understanding of the dynamic cultural interaction between Africa and people of African descent in the Diaspora. Student is to incorporate within the essay the student's academic and/or professional goals.

Question-Set (for I A of Outcomes Assessment Means—student is to demonstrate knowledge and comprehension of the history of the dispersion of people of African descent during the Atlantic slavery period):

1. How do scholars define and distinguish “slavery” and “the slave trade”?
2. What is the Middle Passage and how is it related to the “triangular slave trade”?
3. What is the relationship between European expansionism and “the trans-Atlantic slave trade”?
4. What explains the decimation of the indigenous populations in “the Americas” and the presence of Africans after the late 1500's?
5. How did “race” become a factor in the trafficking and bondage of Africans?
6. What role did the English monarchy play in the capture and trafficking of Africans?
7. What role did the Catholic Church play in the “slave trade”?
8. What role did Africans play in the capture, detention, and trafficking of Africans?
9. What role did the “slave ports” and “slave castles” play in the trafficking of Africans?
10. What was the geographical destination of “slave ships”?
11. What was the destiny of “slaves” in “the New World”?
12. What determined the language, customs, and culture of dispersed Africans?
13. How does the dispersion of African people inform or explain the diverse patterns of racial construction amongst peoples in the African Diaspora?

**Dates/Deadlines:**

Requirement/Event	Date
Final Paper	Last day of scheduled classes of first semester of senior year
Oral Presentation consultation with instructor and member of SLOC	Midterm of spring semester
Colloquium	Last week of scheduled classes of spring semester
Portfolio	Last day of scheduled classes of second semester of senior year