24 October 2016

TO: Sarah Mangelsdorf, Provost
FROM: John Karl Scholz, Dean
RE: Request for Academic Program Changes: African Cultural Studies

CC: Teju Olaniyan, Professor and Chair, African Cultural Studies
Marty Gustafson, Assistant Dean, Graduate School
William Karpus, Dean, Graduate School
Elaine Klein, Associate Dean for Academic Planning
Daniel Kleinman, Associate Dean, Graduate School
Sarah Kuba, Academic Planner, Academic Planning and Institutional Research
Jocelyn Milner, Associate Provost and Director, Academic Planning and Institutional Research
Susan Zaeske, Associate Dean for the Arts and Humanities

On October 18, 2016, the L&S Academic Planning Council considered the attached request concerning changes to the subject listing and programs offered by the Department of African Cultural Studies. Council members were excited to see the creative ways in which the ACS faculty have worked to reflect more clearly in program names and curricular structures, their aspiration to engage more fully as scholars and teachers in discussions of culture and ways of knowing beyond the study of language and literature.

The detailed proposal presents two sets of inter-related changes that affect the general and specific aspects of the departments programs and program structures. The broad changes, to the name of the academic programs and subject listing, fall under the purview of the L&S Academic Planning Council, the Graduate Faculty Executive Committee, and the University Academic Planning Council. Detailed changes to program requirements are under the oversight of the L&S Curriculum Committee.

The L&S CC considered the proposed changes to program requirements on October 11, 2017; the revisions were approved and the proposal was forwarded with the committee’s strong endorsement to the L&S APC, which considered the request to:
1. Rename subject listing #104, which is administered by the Department of African Cultural Studies, from “African Languages and Literature” to “African Cultural Studies”. The short name for the listing – “AFRICAN” may remain unchanged.

2. Rename all academic programs offered under major code 018 from “African Languages and Literature” to “African Cultural Studies”. These include the undergraduate major, master of arts, doctoral program and doctoral minor.

The department has requested “turn-key” implementation of these changes, with the aspiration that students who enroll in Fall 2018 would be eligible to complete the renamed programs under the new requirements. This timing will allow the department to plan to advertise the programs with the new names well before the Fall 2017 graduate recruiting cycle.

The L&S Academic Planning Council noted among the materials supplied that the program has submitting learning outcomes for all programs that are aligned with their vision for integrated study of languages, literatures and cultures of Africa and the diaspora. Members unanimously approved this request, and praised the care with which the proposal was presented.

Finally, the African Languages and Literature programs are currently engaged in program review. The review committee has submitted its report, and the review is on track to be discussed by the APC on December 6. In anticipation of that discussion, I will note that the review committee embraced the challenge to consider the department and programs not as it is, but as it aspires to be as its members continue to work through change (including the changes presented here). The review committee was generally supportive of the changes undertaken by the department, and though it did not weigh in on the detailed program proposal, the committee offered advice and support that aligns with the direction the department and its programs are taking. I expect to have a healthy discussion with the council as this review comes to completion.
29 July 2016

TO: Daniel Quint, Chair of the L&S Curriculum Committee
     Dean John Karl Scholz, Chair of the L&S Academic Planning Committee

Dear Prof. Quint and Dean Scholz,

Attached please find a proposal to change the names and degree requirements for all the degree programs housed in the Department of African Languages and Literature. Our faculty voted unanimously in favor of the proposal at our last faculty meeting, on 5 May 2016.

On 1 July 2016, the Department of African Languages and Literature became the Department of African Cultural Studies. We now seek to bring our programs, both in name and design, in line with the new focus of our department. As our new name suggests, our focus is no longer on language or literature (although both remain important aspects of what we study and train students to study), but rather on a broader and more interdisciplinary approach to various modes of cultural expression. The new names for our programs will better communicate to students our current focus, and help students develop their own tools for the study of African cultures. Many of the courses required in our current programs are no longer offered and we have had to allow students to make frequent substitutions.

New sets of degree requirements will not only better reflect the courses we are actually offering, but also better prepare our students to analyze cultural texts across different media and genres and to do the interdisciplinary work that our field requires.

For more than fifty years, the department has taught African languages, literature, linguistics, and oral tradition. In its strategic plan dated July 2012 that aims to look to the future, the department committed itself to embracing cultural studies as a promising organizing frame for renewal and transformation of its academic endeavors both in research and teaching. Offering courses and degrees in African Cultural Studies will make it possible for faculty and students to blend disciplines in productive and coherent ways. In turn, these renamed degrees will allow for a conceptually and practically more holistic view of African languages, cultural productions, and practices. Pursuing a degree in African Cultural Studies will make it possible for our students to study, in a self-reflexive and interdisciplinary fashion, a variety of cultural forms and expressions including literature, language, and orality, as well as our expanded set of disciplines, such as new electronic media, and popular cultures of musical, visual, audiovisual, and performance arts. Moreover, cultural studies will enable our students to examine the relationship between cultural creativity on the African continent and global cultural movements and exchanges, and thus open new avenues of inquiry into the culturally productive impacts—and their sponsoring social, political, and economic contexts—of African migrations, current as well as historical.

The faculty notes that this request is a formalization of the direction our department has been moving—and very successfully—for a couple of years now, having successfully placed in good jobs doctoral students who wrote on film traditions and national and sexual politics, carnivals and cultural identity, and Arabic cartooning and nationalism, in addition to the standard fare of straightforward literary and language studies. This diversity is mirrored even more richly in the work of current students.

The long consideration of our reorientation in the last few years has focused the department’s
vision most productively on efforts to address the issue of the less commonly taken and low-enrollment foreign languages in the department. Over the last decade, ALL has gradually changed from its previous model of a faculty anchor for each language to a model in which a faculty specialist directs TAs in several languages. This has saved costs. It also created the potential to expand language offerings to undergraduates and graduates, not just through the formal classroom method but also through efficient linkages with other schools and directed self-study arrangements. More significantly, the new cultural studies organizing focus has allowed us to re-envision our curriculum in a way that integrates language in its proper stimulating relational context of other “languages” of cultural and social interaction.

In a conference we held with alumni in May 2015 to discuss these changes, one of the suggestions that we received from alumni and current students was to aim for more cultural context for the languages we teach, especially at the undergraduate level. The Department of African Cultural Studies is positioned to create lively large and small, high-impact cultural studies courses to (i) enable students to develop substantive knowledge of African cultural forms and practices, (ii) serve as potential recruitment venues for language study, and (iii) afford the students more and wider understanding of the cultures of the African languages they study.

Our proposal is supported by the African Studies Program, which offers an undergraduate certificate in African Studies but with which there is very little overlap with our undergraduate major. A letter of support from Dr. Neil Kodesh, Director of the African Studies Program, is included.

When we submitted an assessment plan for our current programs last month, we already had in mind the focus on cultural studies, rather than solely on languages and literature, so the program learning goals and assessment plans are in line with the attached proposal. We include those goals and assessment plans here as well.

Thank you for considering our proposal.

Sincerely,

Katrina Daly Thompson
Professor of African Cultural Studies
Director of Graduate Studies & Co-Chair of the Curriculum Committee

Samuel England
Assistant Professor of Arabic
Co-Chair of the Curriculum Committee

Tejumola Olaniyan
Professor and Chair of African Cultural Studies
Proposed to rename the subject listing of courses and all degree-granting programs in the Department of African Cultural Studies to “African Cultural Studies” and make relevant changes to degree requirements

Need for Changes to Program Names and Requirements
On 1 July 2016, the Department of African Languages & Literature became the Department of African Cultural Studies. We now seek to bring our programs, both in name and design, in line with the new focus of our department. When these programs were first established more than fifty years ago, our students were often asked to position themselves as either “language students” (focused on descriptive linguistics) or “literature students” (focused on oral and written literatures), and the old names of our programs reflect these divisions. But these divisions have been irrelevant for many years now, as both our faculty and students have been exploring not just the intersections between language use and literature but also various other modes of cultural expression, from ordinary conversation to theater, films, television programs, cartoons, and more. As our new name suggests, our focus is no longer solely on language or literature, but rather on a broader and more interdisciplinary approach to various modes of cultural expression—modes that include language use and literature but are not limited to them. The new names for our programs will better communicate to students our current focus, and help students develop their own tools for the study of African cultures. Many of the courses required in our current programs are no longer offered and we have had to allow students to make frequent substitutions. New sets of degree requirements will not only better reflect the courses we are actually offering, but also better prepare our students to analyze cultural texts across different media and genres and to do the interdisciplinary work that our field requires.

Difference from other programs with similar names
The proposed program name “African Cultural Studies” will closely resemble the existing “African Studies” undergraduate certificate and graduate/professional certificate and doctoral minor. However, the programs will be no more related than they are currently. That is, students pursuing certificates in African Studies must take courses in more than one department and often do so in Social Science departments. We have included a letter of support from Dr. Neil Kodesh, Director of the African Studies Program, in support of the new names of our programs.

Current subject listing of courses
104 African Languages & Literature (shortened to AFRICAN)

Current degree program names and requirements

Undergraduate Major in African Languages & Literature
The undergraduate major in African Languages and Literature consists of three years of African language study combined with courses in the areas of African literature and oral traditions, African linguistics, and African studies.

Degree Requirements
1. Three years’ study of African languages, completing either:
   - Sixth semester study of one language, OR
   - Fourth semester study of one language AND Second semester study of another language

Department of African Cultural Studies at the University of Wisconsin-Madison
1410 Van Hise Hall ♦ 1220 Linden Dr. ♦ Madison, WI 53706
Phone: (608) 262-2487 ♦ Fax: (608) 262-4516 ♦ E-mail: africanlang@mailplus.wisc.edu ♦ Web: http://african.lss.wisc.edu
2. One of the following introductory courses:
   - African 201: Introduction to African Languages and Literature, OR
   - African 210: The African Storyteller, OR
   - African 211: The African Autobiography
5. One African Studies course outside the department
6. Two elective courses chosen in consultation with the Undergraduate Advisor

M.A. in African Languages & Literature
The M.A. program involves continuous language study; 24 additional credits of graduate coursework in the study of literature and oral traditions, linguistics, and second language acquisition; and a Master’s Thesis.

Degree Requirements (30 credits total)
1. M.A. students must complete two years’ study of African language. Students may petition for an exemption if they have received comparable African language training or have native fluency of an African language.
2. 24 additional credits with no grade below a B in coursework, including:
   - African 402: Theory of African Literature (3 credits)
   - African 501: Structure and Analysis of African Languages (3 credits)
   - African 575: Methods of Teaching African Languages: Theory and Practice (3 credits)
   - African 702: African Verbal Stylistics (3 credits)
   - 9–12 elective credits from the department curriculum
   - 3–6 graduate seminar credits
3. Master’s Thesis:
   - Thesis Proposal
   - Thesis
   - Oral Defense

M.A. in African Languages and Literature with Pedagogy Track
The M.A. with Pedagogy Track involves continuous language study; 27 additional credits of graduate coursework; and a Master's Exam.

Degree Requirements
1. Two years’ study of African language. Students may petition for an exemption if they have native fluency of an African language.
2. 27 additional credits with no grade below a B in coursework, including:
   - English 318: Second Language Acquisition (3 credits)
   - African 575: Methods of Teaching African Languages (3 credits)
   - One graduate-level culture-focused course in the department with emphasis in final paper on culture in language pedagogy (3 credits)
   - A graduate-level linguistics-focused course in the department, chosen in consultation with the graduate advisor (3 credits)
   - Portfolio preparation course taken with the African Languages Coordinator (3 credits)
Fourth additional courses related to African languages and cultures and/or second language acquisition, of which at least two must be Dept. of African Language & Literature courses. Two of these may be additional language courses. Courses taken outside of the department should be chosen from the approved list; other courses may be counted with consent of advisor.

3. Master's Exam
   - Teaching Portfolio
   - Take-home Exam
   - Oral Defense

Ph.D. Degree Requirements
1. M.A. in African Languages and Literature from the University of Wisconsin–Madison or an M.A. waiver
2. One year of a major African language beyond second-year level
3. Two graduate seminars
4. Two additional courses to be chosen in consultation with the Director of Graduate Studies and/or the Thesis Committee chair
5. Reading proficiency in one non-African language aside from English
6. Completion of a Ph.D. Minor
7. Preliminary Examination:
   - Written Preliminary Exam
   - Dissertation Proposal
   - Oral Defense

Ph.D. Minor Requirements
1. 12 credits in African Languages and Literature at the graduate level, including:
   - African 402: Theory of African Literature
   - African 501: Structure and Analysis of African Languages
   - One graduate seminar
   - One elective course chosen in consultation with the Department’s Director of Graduate Studies
2. Reading proficiency in one African language
3. GPA of 3.5 or better in courses taken for the minor
   - African 702: African Verbal Stylistics

Proposed Changes
The faculty of the Department proposes to change the subject listing and the names of all four of our programs (Undergraduate major, M.A., Ph.D., and Ph.D. minor) to “African Cultural Studies,” and to amend program requirements as follows.

Proposed subject listing of courses
104 African Cultural Studies (shortened to AFRICAN)

Proposed degree requirements for the Undergraduate Major in African Cultural Studies
Minimum of thirty (30) credits and eight (8) courses, as follows:
1. Fourth semester of an African language
2. African 100: Introduction to African Cultural Expression
3. One 200-level elective in the department
4. One department elective from the following: 300, 301, 302, 303, 370, 402, 405, 406, 407, 408, 411, 412, 413, 440, 451, 453, 471, 500, 501
5. African 403: Theories of African Cultural Studies (a new course under development)
6. African 405: Topics in African Cultural Studies
7. One African Studies course outside the department or a sixth-semester African language course

While the total number of required courses will remain the same, the proposed changes reduce the language requirement for undergraduates from three years to two. Since very few undergraduates enter UW having already studied an African language, the current requirement requires students to begin language study with us by their sophomore year. We anticipate the new requirement will allow a greater number of students to declare the major even if they do not begin studying a language until their junior year. In order to reward those students who do choose to continue beyond two years of language study we have a sixth semester language course an option to fulfill one course in the major. In addition, we have added three new courses, African 100, 403, and 405, designed to introduce students to the breadth of what our faculty do, and eliminated a course no longer regularly offered (African 501). African 403 lays the theoretical foundation for advanced undergraduate study, while African 405 allows students to explore faculty areas of expertise in greater depth. The department will enforce the 200-level elective requirement; upper level courses cannot be used as exceptions.

Proposed degree requirements for the M.A. in African Cultural Studies (30 credits total; 24 in residence)
1. Four semesters of study of an African language. Students may petition for an exemption if they have an equivalent level of proficiency in an African language.
2. 24 additional credits with no grade below a B in coursework, including:
   • African 700: Reading and Writing African Cultural Studies
   • 803: Theories of African Cultural Studies (a new course under development)
   • Two seminars at the 900 level
   • Six elective graduate-level credits chosen in consultation with the Graduate Advisor
3. Master’s Thesis:
   • Thesis Proposal
   • Thesis
   • Oral Defense. Defense may be waived by vote of thesis committee.

The proposed M.A. requirements reflect the fact that we have not offered two of the required M.A. courses (501 and 702) for several years, and African 575 no longer exists. We have added one new course requirement, African 700, which we have already been allowing students to use as a substitute for 702, replaced our previous theories of African literature course (African 402) with a new theories of African cultural studies course (803, under development), and made the remaining electives more concrete in number of courses and credits.

Proposed degree requirements for the M.A. in African Languages and Literature with Pedagogy Track

Department of African Cultural Studies at the University of Wisconsin-Madison
1410 Van Hise Hall ♦ 1220 Linden Dr. ♦ Madison, WI 53706
Phone: (608) 262-2487 ♦ Fax: (608) 265-4151 ♦ E-mail: africanlang@mailplus.wisc.edu ♦ Web: http://african.lss.wisc.edu
The M.A. with Pedagogy Track involves continuous language study; 27 additional credits of graduate coursework; and a Master's Exam.

**Degree Requirements**

1. Two years’ study of African language. Students may petition for an exemption if they have native fluency of an African language.
2. 27 additional credits with no grade below a B in coursework, including:
   - English 318: Second Language Acquisition (3 credits)
   - African 703: Topics in Teaching African Languages (taken twice, with different topics, for 1 credit each time)
   - One graduate-level culture-focused course in the department with emphasis in final paper on culture in language pedagogy (3 credits)
   - A graduate-level linguistics-focused course in the department, chosen in consultation with the graduate advisor (3 credits)
   - African 705: Teaching Portfolio (2 credits)
   - Four additional courses related to African languages and cultures and/or second language acquisition, of which at least two must be Dept. of African Language & Literature courses. Two of these may be additional language courses. Courses taken outside of the department should be chosen from the approved list; other courses may be counted with consent of advisor.
3. Master's Exam
   - Teaching Portfolio
   - Take-home Exam
   - Oral Defense

The proposed M.A. with pedagogy track requirements reflect that we no longer offer one of the required courses (African 575), which has been replaced with African 703; and the addition of a specific course (African 705) where a general description of the course was listed in our previous requirements. Otherwise, this track will remain largely the same. It has only been in effect for two years and is not in need of significant revision at this time.

*Proposed degree requirements for the Ph.D. in African Cultural Studies* (54 credits total; 45 in residence)

1. M.A. in African Languages & Literature or African Cultural Studies from the University of Wisconsin–Madison, or an M.A. waiver
2. One year of an African language beyond second-year level. Students may petition for an exemption if they have an equivalent level of proficiency in an African language.
3. Four graduate-level courses: in consultation with the Director of Graduate Studies and/or the Thesis Committee chair, each student is expected to define an area of focus within African Cultural Studies, e.g., Literature, Music, Film, Critical Applied Linguistics, Drama, Critical Theory, Diaspora Studies, New Media. Within that area of study, the student will take two seminars and two additional courses. With permission of the Director of Graduate Studies, up to two of these four courses may be outside the department.
4. Completion of a Ph.D. Minor
5. Preliminary Examination:
   - Written Preliminary Exam
   - Dissertation Proposal
• Oral Defense
The proposed Ph.D. requirements are not significantly different from current requirements, except that we propose to require students to define an area of focus within which four electives fall rather than simply taking any four courses in our department.

**Proposed requirements for the Ph.D. minor in African Cultural Studies**

1. 12 credits in African Cultural Studies at the graduate level, including:
   - African 700: Reading and Writing African Cultural Studies
   - One graduate seminar
   - Two elective courses chosen in consultation with the Director of Graduate Studies

2. GPA of 3.5 or better in courses taken for the minor

The proposed Ph.D. minor requirements replace African 402 with our new African 700 course, eliminate African 501, which is rarely offered, allow students greater flexibility in electives, and eliminate the reading proficiency requirement.

**Support from Faculty and Students**
Faculty voted unanimously in favor of this proposal during a regularly scheduled faculty meeting on 5 May 2016.

Prior to that vote, we discussed changes to our degree programs with graduate students, two of whom are represented on our departmental curriculum committee; they shared drafts of the proposal with their colleagues and represented their views to the committee. The department chair also met the graduate students as a group to discuss the changes. A vote was undertaken by email during Summer 2016. Twelve (12) out of nineteen (19) graduate students responded; all twelve (100%) were in favor of the changes to program names. All graduate students will be accounted for regarding their acceptance (or not) of the name change in advance of the proposal going to the Graduate Faculty Executive Committee, including the handful who did not respond to the first vote, and those students who will be entering the programs this Fall. If approved, we will assume responsibility for alerting any admitted but not yet enrolled students that the name will change as of Fall 2018.

**Implementation**
We support a turn-key approach to implementation, with the changes entering the catalog in Fall 2017 and new students entering these programs in Fall 2018. All students who complete their degrees before the end of Summer 2018 will receive degrees in African Languages & Literature. Those who finish their degrees in or after Fall 2018 will receive degrees in African Cultural Studies. However, current M.A. and Ph.D. students who desire the degree name “African Languages & Literature” will have the option of doing a special committee degree to do so. In Fall 2016, we will submit an appendix with the names of all students who select that option.
July 29, 2016

Dean John Karl Scholz
Chair, L&S Academic Planning Committee

Professor Daniel Quint
Chair, L&S Curriculum Committee

Dear Dean Scholz and Professor Quint:

I write to express the African Studies Program’s support for the Department of African Cultural Studies’ proposal to rename the subject listing of courses and all degree-granting programs to “African Cultural Studies.” The proposed changes make perfect sense given the recent change in the department’s name.

While the African Studies Program offers an undergraduate and a graduate certificate, there is minimal overlap with the degree-granting programs offered in African Cultural Studies. The undergraduate certificate in African Studies requires students to complete relevant courses in at least two departments, while the graduate certificate requires students to complete nine of twelve credits outside of their major department. As a result, students who pursue a certificate in African Studies and a degree in African Cultural Studies cannot stack up their courses in a way that grants them two credentials for the same courses.

Please let me know if you have further questions.

Sincerely,

Neil Kodesh
Director, African Studies Program
Associate Professor of History
African Cultural Studies
ASSESSMENT PLAN
UNDERGRADUATE ACADEMIC DEGREE PROGRAM

Please email your program’s Assessment Plan Template and Curriculum Map Worksheet to regina.lowery@wisc.edu by July 1, 2016.

Assessment Plan Template – Undergraduate Degree/Major Program

Identifying Information
School/College: Letters & Science
Undergraduate Degree/Major Program Name: African Cultural Studies
Faculty Director Contact/Title: Tejumola Olaniyan
Contact Information: tolaniyan@wisc.edu

Student Learning Goals (What)
Student Learning Goals
1. Content

Students will recognize canonical authors and texts, historical forms, genres, and structures, and recognize aesthetic and cultural concerns in Africa and its diasporas.

Students will demonstrate their understanding of major theories, approaches, concepts, and current and classical research findings in African and diaspora literary and cultural studies.

Develop a level of proficiency in the different “ways of knowing” Africa and the diaspora through language, literatures, and cultures.

2. Research Skills

Students will understand their own learning processes and possess the capacity to intentionally seek, evaluate, and learn from information, and recognize and reduce bias in their thinking.
Students will effectively retrieve and comprehend primary sources in English and African languages, and secondary sources from a range of disciplines.

3. Communication Skills

Develop or improve speaking, listening, writing, reading skills in an African language, and integrate these skills to communicate effectively.

Communicate effectively through essays, oral presentations, and discussion, so they may share their knowledge, wisdom, and values with others across social and professional settings.

Students show knowledge of conventional rhetorical strategies, and integrate research by other authors while distinguishing between their own ideas and those of others.

Write and speak across disciplinary boundaries with regard to existing research about Africa and the diaspora in the humanities and social sciences.

4. Analytical Skills

Discuss cultural texts from various theoretical and critical perspectives, formulate ideas and make connections between literary/cultural concepts and themes.

Demonstrate command of the terminology and methodology of cultural studies, construct complex arguments, and use primary and secondary sources to support arguments.
Plan for Assessing Each Student Learning Goal
For each of the degree major/program student learning goals, indicate how the program plans to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage in at least one assessment activity per year and assessment activities, in total, must include one direct assessment method. While programs do not need to assess each learning goal every year, all learning goals must be assessed within a period of three years.

| Assessment Planning (How) | Recognize canonical authors and texts, historical forms, genres, & structures, & recognize aesthetic & cultural concerns in Africa & its diasporas. | Demonstrate understanding of major theories, approaches, concepts, & current & classical research findings in African & diaspora literary & cultural studies. | Develop a level of proficiency in the different "ways of knowing" Africa & the diaspora through language, literatures, & cultures. | Understand own learning processes & possess capacity to intentionally seek, evaluate, & learn from information, & recognize & reduce bias in thinking. | Retrieve & comprehend primary sources in English & African languages, & secondary sources from a range of disciplines. | Develop or improve speaking, listening, writing, reading skills in an African language, & integrate these skills to communicate effectively. | Communicate effectively through essays, oral presentations, & discussion; share knowledge, wisdom, & values with others across social/ professional settings. | Show knowledge of conventional rhetorical strategies, & integrate research by other authors while distinguishing between their own ideas & those of others. | Write and speak across disciplinary boundaries with regard to existing research about Africa & the diaspora in the humanities & social sciences. | Discuss cultural texts from various theoretical & critical perspectives, formulate ideas & make connections between literary/cultural concepts & themes. | Demonstrate command of the terminology & methodological approaches of cultural studies, construct complex arguments, & use primary & secondary sources to support arguments. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

Method for assessing learning/ Timetable
All graduating seniors will be identified and assessed at the end of each spring term. Courses for review may include those numbered 300 and above and contain comparable work (e.g. essay exams, final papers, and/or presentations) in order to assure all seniors are being assessed fairly and accurately.

Senior Exit Survey → → → → → → → → → → → →

*For examples of direct and indirect methods of assessment, see: http://provost.wisc.edu/assessment/doing-assessment.htm. You may elect to copy and paste this table multiple times if your program has more than five learning goals.*

If you have questions, please contact regina.lowery@wisc.edu.  (v. 08-23-15)
Also provide answers to the following questions as part of your assessment plan.

1. **Who is responsible for assessment?** (identify an individual or team who will coordinate the implementation of the plan on an annual basis):

   Individual instructors will assess senior ACS majors in their Spring courses and send individual reports to the Assessment Committee, who will then write a draft report that addresses the available evidence for each learning goal.

2. **What is the plan for review of the assessment information?** (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning):

   Program faculty and staff will review the Assessment Committee’s draft annual report each Fall.

3. **What is the plan for production of an annual summary report?** (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented):

   After the Fall meeting of the program faculty and staff, the Assessment Committee will write a final report that addresses recommendations made.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented):

   The Curriculum Committee will review the Assessment Committee’s report and request changes from individual faculty or teaching staff to improve our achievement of learning goals.

<table>
<thead>
<tr>
<th>Curriculum Map (Where)</th>
<th>Enter program-level learning goals and check (X) which course or experience contributes to which learning goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Program Courses or Experiences</td>
<td>Recognize canonical authors and texts, historical forms, genres, &amp; structures, &amp; recognize aesthetic &amp; cultural concerns in Africa &amp; its diasporas.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>201</td>
<td>X</td>
</tr>
<tr>
<td>210</td>
<td>X</td>
</tr>
<tr>
<td>212</td>
<td>X</td>
</tr>
<tr>
<td>220</td>
<td>X</td>
</tr>
<tr>
<td>277</td>
<td>X</td>
</tr>
<tr>
<td>300</td>
<td>X</td>
</tr>
<tr>
<td>301</td>
<td>X</td>
</tr>
<tr>
<td>321, 331, 335, 371, 391 (first semester language courses)</td>
<td>X</td>
</tr>
<tr>
<td>322, 332, 336, 372, 392 (second</td>
<td>X</td>
</tr>
<tr>
<td>semester language courses</td>
<td>323, 333, 337, 373, 393 (third semester language courses)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

If you have questions, please contact regina.lowery@wisc.edu.  (v. 08-23-15)
Please email your program’s Assessment Plan Template and Curriculum Map Worksheet to regina.lowery@wisc.edu by July 1, 2016.
For Graduate Degree Program Assessment Plan Template, see http://provost.wisc.edu/assessment/

*Add additional rows as needed to capture all requirements.
Minimally, all of the courses required to complete the major degree program should be listed.
Optionally, elective courses may be included in addition to the required courses.
African Cultural Studies
ASSESSMENT PLAN
Master’s GRADUATE ACADEMIC DEGREE PROGRAM

Please email your program’s Assessment Plan Template and Curriculum Map Worksheet to regina.lowery@wisc.edu by July 1, 2016.

Identifying Information
School/College: Letters & Science
Undergraduate Degree/Major Program Name: African Cultural Studies
Faculty Director Contact/Title: Dr. Katrina Daly Thompson, Director of Graduate Studies
Contact Information: katrina.daly.thompson@wisc.edu

Student Learning Goals (What)
Student Learning Goals

1. Content

Students will be able to identify canonical authors and texts, historical forms, genres, and structures, demonstrate their understanding of major theories, approaches, concepts, and current and classical research findings, and recognize aesthetic, cultural, and pedagogical concerns in Africa and its diasporas.

Students will develop in-depth knowledge in a sub-field of specialization within African cultural studies or in African language teaching.

Students will develop a level of proficiency in the different ways of knowing Africa and the diaspora through language, literatures, and cultures.

Students will understand the main trends in foreign language teaching, and the specific challenges involved in teaching African languages.

2. Research Skills

Students will understand their own learning processes and possess the capacity to intentionally seek, evaluate, and learn from information, and recognize and reduce bias in their thinking.

Students will effectively retrieve and comprehend primary sources in English and African languages, and secondary sources from a range of disciplines.

Students will gain firm knowledge of existing research in their area of specialization and its gaps.
3. Communication Skills

Develop or improve speaking, listening, writing, reading skills in an African language, and integrate these skills to communicate effectively.

Communicate effectively through essays, oral presentations, and discussion, so they may share their knowledge, wisdom, and values with others across social and professional settings.

Students show knowledge of conventional rhetorical strategies, and integrate research by other authors while distinguishing between their own ideas and those of others.

Write and speak across disciplinary boundaries with regard to existing research about Africa and the diaspora in the humanities and social sciences.

Students will demonstrate their ability to organize a larger project into logical smaller components, so that it can be addressed in depth in a multi‐chapter piece of writing.

Students will be able to design and carry out a communicative lesson plan in an African language.

4. Analytical Skills

Discuss cultural texts from various theoretical and critical perspectives, formulate ideas and make connections between literary/cultural concepts and themes.

Students will demonstrate command of the terminology and methodology of cultural studies or second language acquisition, construct complex arguments, and use primary and secondary sources to support arguments.

Students will articulate the place of their own research and/or teaching in relation to existing research, methodologies, and theories on related topics.

Students will observe and evaluate the teaching practice of a foreign language instructor and provide constructive feedback.
Plan for Assessing Each Student Learning Goal

*For examples of direct and indirect methods of assessment, see: [http://provost.wisc.edu/assessment/doing-assessment.htm](http://provost.wisc.edu/assessment/doing-assessment.htm).

You may elect to copy and paste this table multiple times if your program has more than five learning goals.

| **MA: Content & Research Skills** | Recognize canonical authors & texts, historical forms, genres, & structures, & recognize aesthetic & cultural concerns in Africa & its diasporas. | Develop in-depth knowledge in a sub-field of specialization within African cultural studies. | Develop a level of proficiency in the different “ways of knowing” Africa & the diaspora through language, literatures, & cultures. | Students will understand the main trends in foreign language teaching, and the specific challenges involved in teaching African languages. | Understand own learning processes & possess capacity to intentionally seek, evaluate, & learn from information, & recognize & reduce bias in thinking. | Retrieve & comprehend primary sources in English & African languages, & secondary sources from a range of disciplines. | Gain firm knowledge of existing research in their area of specialization and its gaps |

<table>
<thead>
<tr>
<th><strong>Method/Timetable</strong></th>
<th>Examination of thesis each semester, mostly spring. All committee members will assess the thesis according to this rubric.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exit Survey</td>
</tr>
<tr>
<td><strong>MA: Communication &amp; Analytical Skills</strong></td>
<td>Develop or improve speaking, listening, writing, reading skills in an African language, &amp; integrate these skills to communicate effectively.</td>
</tr>
</tbody>
</table>

| **Method/ Timetable** | Examination of thesis each semester, mostly spring. All committee members will assess the thesis according to this rubric. Exit Survey |

*If you have questions, please contact regina.lowery@wisc.edu.*
Also provide answers to the following questions as part of your assessment plan.

1. **Who is responsible for assessment?** (identify an individual or team who will coordinate the implementation of the plan on an annual basis):

   For most goals, the members of the MA thesis committee will assess each student after the MA thesis defense, using a rubric that contains all relevant goals. For the language-focused goal, the instructor in the MA student’s fourth semester language course will assess whether that student has met the learning goal.

2. **What is the plan for review of the assessment information?** (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning):

   Program faculty and staff will review the Assessment Committee’s draft annual report each Fall.

3. **What is the plan for production of an annual summary report?** (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented):

   After the Fall meeting of the program faculty and staff, the Assessment Committee will write a final report that addresses recommendations made.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented):

   The Curriculum Committee will review the Assessment Committee’s report and request changes from individual faculty or teaching staff to improve our achievement of learning goals.

*If you have questions, please contact regina.lowery@wisc.edu.*
## ACS MA Curriculum Map: Content & Research Skills

<table>
<thead>
<tr>
<th>Degree Program Courses</th>
<th>Recognize canonical authors &amp; texts, historical forms, genres, &amp; structures, &amp; recognize aesthetic &amp; cultural concerns in Africa &amp; its diasporas.</th>
<th>Develop in-depth knowledge in a sub-field of specialization within African cultural studies.</th>
<th>Develop a level of proficiency in the different &quot;ways of knowing&quot; Africa &amp; the diaspora through language, literatures, &amp; cultures.</th>
<th>Students will understand the main trends in foreign language teaching, and the specific challenges involved in teaching African languages.</th>
<th>Understand own learning processes &amp; possess capacity to intentionally seek, evaluate, &amp; learn from information, &amp; recognize &amp; reduce bias in thinking.</th>
<th>Retrieve &amp; comprehend primary sources in English &amp; African languages, &amp; secondary sources from a range of disciplines.</th>
<th>Gain firm knowledge of existing research in their area of specialization and its gaps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>605</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>669</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>670</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>671</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>697</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>700</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>703</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>704</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>705</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>802</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>901</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>925 (926)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>983</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>990</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# ACS MA Curriculum Map: Communication & Analytical Skills

<table>
<thead>
<tr>
<th>Degree Program Courses</th>
<th>Develop or improve speaking, listening, writing, reading skills in an African language, &amp; integrate these skills to communicate effectively.</th>
<th>Communicate effectively through essays, oral presentations, &amp; discussion; share knowledge, wisdom, &amp; values with others across social/ professional settings.</th>
<th>Show knowledge of conventional rhetorical strategies, &amp; integrate research by other authors while distinguishing between their own ideas &amp; those of others.</th>
<th>Write and speak across disciplinary boundaries with regard to existing research about Africa &amp; the diaspora in the humanities &amp; social sciences.</th>
<th>Demonstrate ability to organize a larger project into logical smaller components, so that it can be addressed in depth in a multi-chapter piece of writing.</th>
<th>Students will be able to design and carry out a communicative lesson plan in an African language.</th>
<th>Discuss cultural texts from various theoretical and critical perspectives, formulate ideas and make connections between literary/cultural concepts and themes.</th>
<th>Demonstrate command of the terminology and methodology of cultural studies, construct complex arguments, and use primary and secondary sources to support arguments.</th>
<th>Students will articulate the place of their own research in relation to existing research on related topics.</th>
<th>Students will observe and evaluate the teaching practice of a foreign language instructor and provide constructive feedback.</th>
</tr>
</thead>
<tbody>
<tr>
<td>324, 334, 338, 374, 394 (fourth semester language courses)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>605</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>669</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>670</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>671</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>697</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>700</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>703</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>704</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>705</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>802</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>901</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>925 (926)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>983</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>990</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
African Cultural Studies
ASSESSMENT PLAN
Ph. D. GRADUATE ACADEMIC DEGREE PROGRAM

Please email your program’s Assessment Plan Template and Curriculum Map Worksheet to regina.lowery@wisc.edu by July 1, 2016.

Identifying Information
School/College: Letters & Science
Graduate Degree Program Name: African Cultural Studies
Faculty Director Contact/Title: Dr. Katrina Daly Thompson, Director of Graduate Studies
Contact Information: katrina.daly.thompson@wisc.edu

Student Learning Goals (What)
Student Learning Goals
1. Content

Students will recognize canonical authors and texts, historical forms, genres, and structures, and recognize aesthetic and cultural concerns in Africa and its diasporas.

Students will develop in-depth knowledge in a sub-field of specialization within African cultural studies.

Students will demonstrate their understanding of major theories, approaches, concepts, and current and classical research findings in African and diaspora literary and cultural studies.

Develop a level of proficiency in the different “ways of knowing” Africa and the diaspora through language, literatures, and cultures.

Students will develop knowledge of a secondary field of research from outside the Department of African Cultural Studies.

2. Research Skills

Students will understand their own learning processes and possess the capacity to intentionally seek, evaluate, and learn from information, and recognize and reduce bias in their thinking.

Students will effectively retrieve and comprehend primary sources in English and African languages, and secondary sources from a range of disciplines.
Students will gain firm knowledge of existing research in their area of specialization and its gaps.

Students will be able to read material (primary and secondary) relevant to African cultural studies in a non-African language other than English.

Students will have an understanding of professional and ethical responsivity with regard to producing original research and working with human subjects.

3. Communication Skills

Develop or improve speaking, listening, writing, reading skills in an African language, and integrate these skills to communicate effectively.

Communicate effectively through essays, oral presentations, and discussion, so they may share their knowledge, wisdom, and values with others across social and professional settings.

Students show knowledge of conventional rhetorical strategies, and integrate research by other authors while distinguishing between their own ideas and those of others.

Write and speak across disciplinary boundaries with regard to existing research about Africa and the diaspora in the humanities and social sciences.

Students will demonstrate their ability to organize a book-length project into logical smaller components, so that it can be addressed in depth in a multi-chapter piece of writing.

Students will be able to design a syllabus for courses in African Cultural Studies.

4. Analytical Skills

Discuss cultural texts from various theoretical and critical perspectives, formulate ideas and make connections between literary/cultural concepts and themes.

Demonstrate command of the terminology and methodology of cultural studies, construct complex arguments, and use primary and secondary sources to support arguments.

Students will articulate the place of their own research in relation to existing research on related topics.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Survey</td>
<td>Doctoral dissertation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle)</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
</tr>
<tr>
<td>GOAL: Communication &amp; Analytical Skills</td>
<td>Develop or improve speaking, listening, writing, reading skills in an African language, &amp; integrate these skills to communicate effectively.</td>
<td>Communicate effectively through essays, oral presentations, &amp; discussion; share knowledge, wisdom, &amp; values with others across social/professional settings.</td>
<td>Show knowledge of conventional rhetorical strategies, &amp; integrate research by other authors while distinguishing between their own ideas &amp; those of others.</td>
<td>Write and speak across disciplinary boundaries with regard to existing research about Africa &amp; the diaspora in the humanities &amp; social sciences.</td>
<td>Demonstrate ability to organize a larger project into logical smaller components, so that it can be addressed in depth in a multi-chapter piece of writing.</td>
<td>Design a syllabus for courses in ACS</td>
<td>Discuss cultural texts from various theoretical and critical perspectives, formulate ideas and make connections between literary/cultural concepts and themes.</td>
<td>Demonstrate command of the terminology and methodology of cultural studies, construct complex arguments, and use primary and secondary sources to support arguments.</td>
<td>Students will articulate the place of their own research in relation to existing research on related topics.</td>
</tr>
<tr>
<td>Method</td>
<td>Assignments in sixth semester language courses</td>
<td>Preliminary examination; doctoral dissertation; oral defense</td>
<td>Preliminary examination; doctoral dissertation</td>
<td>Preliminary examination; doctoral dissertation; oral defense</td>
<td>Doctoral dissertation</td>
<td>Preliminary examination</td>
<td>Preliminary examination; doctoral dissertation; oral defense</td>
<td>Preliminary examination; doctoral dissertation; oral defense</td>
<td>Preliminary examination; doctoral dissertation; oral defense</td>
</tr>
<tr>
<td>Timetable for assessment activity</td>
<td>Every Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
<td>Fall or Spring</td>
</tr>
</tbody>
</table>

If you have questions, please contact regina.lowery@wisc.edu. (v. 08-23-15)
Also provide answers to the following questions as part of your assessment plan.

1. **Who is responsible for assessment?** (identify an individual or team who will coordinate the implementation of the plan on an annual basis):

   Individual instructors for sixth-semester language courses will assess doctoral students in their courses. Each member of a preliminary exam committees will assess each student. Each member of a doctoral committees will assess each student.

2. **What is the plan for review of the assessment information?** (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning):

   Program faculty and staff will review the Assessment Committee’s draft annual report each Fall.

3. **What is the plan for production of an annual summary report?** (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented):

   After the Fall meeting of the program faculty and staff, the Assessment Committee will write a final report that addresses recommendations made.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented):

   The Curriculum Committee will review the Assessment Committee’s report and request changes from individual faculty or teaching staff to improve our achievement of learning goals.
## ACS PhD Curriculum Map: Content & Research Skills

<table>
<thead>
<tr>
<th>Degree Program Courses</th>
<th>Recognize canonical authors &amp; texts, historical forms, genres, &amp; structures, &amp; recognize aesthetic &amp; cultural concerns in Africa &amp; its diasporas.</th>
<th>Develop in-depth knowledge in a sub-field of specialization within African cultural studies.</th>
<th>Demonstrate understanding of major theories, approaches, concepts, &amp; current &amp; classical research findings in African &amp; diaspora literary &amp; cultural studies.</th>
<th>Develop a level of proficiency in the different &quot;ways of knowing&quot; Africa &amp; the diaspora through language, literatures, &amp; cultures.</th>
<th>Understand own learning processes &amp; possess capacity to intentionally seek, evaluate, &amp; learn from information, &amp; recognize &amp; reduce bias in thinking.</th>
<th>Develop knowledge of a secondary field of research from outside the Department.</th>
<th>Retrieve &amp; comprehend primary sources in English &amp; African languages, &amp; secondary sources from a range of disciplines.</th>
<th>Gain firm knowledge of existing research in their area of specialization and its gaps.</th>
<th>Gain understanding of professional and ethical responsibility with regard to producing original research and work with human subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>605</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>669</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>670</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>671</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>697</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>700</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>703</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>704</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>705</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>802</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>901</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>925</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>983</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>990</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
## ACS PhD Curriculum Map: Communication & Analytical Skill

<table>
<thead>
<tr>
<th>Degree Program Courses</th>
<th>Develop or improve speaking, listening, writing, reading skills in an African language, &amp; integrate these skills to communicate effectively.</th>
<th>Communicate effectively through essays, oral presentations, &amp; discussion; share knowledge, wisdom, &amp; values with others across social/professional settings.</th>
<th>Show knowledge of conventional rhetorical strategies, &amp; integrate research by other authors while distinguishing between their own ideas &amp; those of others.</th>
<th>Write and speak across disciplinary boundaries with regard to existing research about Africa &amp; the diaspora in the humanities &amp; social sciences.</th>
<th>Demonstrate ability to organize a larger project into logical smaller components, so that it can be addressed in depth in a multi-chapter piece of writing.</th>
<th>Design a syllabus for courses in ACS</th>
<th>Discuss cultural texts from various theoretical and critical perspectives, formulate ideas and make connections between literary/cultural concepts and themes.</th>
<th>Demonstrate command of the terminology and methodology of cultural studies, construct complex arguments, and use primary and secondary sources to support arguments.</th>
<th>Students will articulate the place of their own research in relation to existing research on related topics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>605</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>669</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>670</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>671</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>697</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>700</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>701</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>703</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>704</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>705</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>802</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>901</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>925</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>983</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>990</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have questions, please contact regina.lowery@wisc.edu. (v. 08-23-15)