

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

Senate Document Number 0617F
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Statement of Faculty Senate Action:

APC Document 3 (AFST): **Add new courses to Africana Studies:**
 AFST 350, Lusophone African Nations
 AFST 352, The Lusophone African Experience Through Cinema
 AFST 354, Brazilian Cinema and Popular Music

Effective Date: Fall 2018

1. Add: On page 66, new courses, **AFST 350, 352 and 354:**

AFST 350 Lusophone African Nations (4)
Explores the origins, evolution, and present-day affairs of Lusophone African nations—Portuguese-speaking societies in Africa. Primary focus is on how Angola, Cape-Verde, Guinea-Bissau, Mozambique, and São Tome & Príncipe came into being, and what has occurred culturally, politically, and socio-economically since their formation/independences. The study of Lusophone African Nations provides the basis for exploration of such local and global critical issues as colonialism/imperialism, modernity, race, class, gender, revolutions/national liberation, nation/nationalism, civil wars, marginalization, democracy, localization, and globalization in Portuguese-speaking Africa, in particular, and Africa in general. Knowledge of Portuguese is not required. Every third year Spring.

AFST 352 The Lusophone African Experience Through Cinema (4)
Explores the experience of Lusophone African nations— Portuguese-speaking societies in Africa— through the prism of cinema. Primary focus is on how Angolans, Cape-Verdeans, Guinea-Bissauans, Mozambicans, and São Tomeans have been visualized and have visualized themselves through motion picture. While students are introduced to basic formal aspects of Lusophone African Cinema (genres and aesthetic forms), the class emphasizes the social, historical, political, and cultural portrayal of the nations that have been represented in the last forty-plus years of film. The study of Lusophone African cinema provides the basis for the exploration of such critical issues pertaining to the experience of Portuguese-speaking Africans such as colonialism, race, class, gender, revolutions/national liberation, nation/nationalism, civil wars, marginalization, modernity, localization, and globalization. Knowledge of Portuguese is not required. Every third year Spring.

AFST 354 Brazilian Cinema and Popular Music (4)

Explores Brazilian New Cinema and its intimate relationship with music (*samba, bossa nova, and MPB*) by roughly responding to three questions: 1) how does music structure films, 2) how does music elaborate and extend the meaning of the motion picture; 3) how does the music address cultural, socio-economic, historical, and political issues in Brazil. The study of the intersection between Brazilian popular music and film provides the basis for the exploration of critical issues pertaining to Brazilian society, including the legacy of Luso-Brazilian colonialism, modernity/coloniality, nation/nationalism, race/racial democracy, inequality, marginalization, poverty, and dictatorship in Brazil. Knowledge of Portuguese is not required. Every third year Spring.

Impact Statement: By focusing on historical, socioeconomic, cultural, and political issues in the study of Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, and San Tomé and Príncipe, the classes add a new focus area (Lusophone Studies) within the Interdisciplinary/International Studies Department. They also diversify the Africana Studies Program curriculum by including a Lusophone studies area within an already existing Anglophone studies field. These courses will rotate every spring semester since there is only one faculty teaching them. They have each been offered once before, and the enrollment was positive. The “Brazilian Cinema and Popular Music” was offered Spring 2017 as an ARTS course with an enrollment of 14; “The Postcolonial Lusophone African Nations” was offered in Fall 2016, with an enrollment of 6, and “The Lusophone African Experience Through Cinema” was offered Spring 2016 with enrollment of 9. The impact statement for these courses also includes the following information:

1. Courses fulfill electives in the Africana Studies minor and in International Studies major and minor. We are in the process of designating these courses as diversity intensive. AFST 352 and AFST 354 will be designated as ARTS courses.
2. The following are the Student Learning Objectives for the proposed courses:

Lusophone African Nations

The Lusophone African Nations fulfills the Africana Studies requirements. The class will introduce you to or deepen your knowledge on cultures, histories, politics, and socio-economics of Portuguese-speaking Africa. This class is not, however, a traditional discipline such as history, sociology, economics or political science. It is rather an interdiscipline, a mosaic of various theories in humanities and social sciences. The approach of our readings, lectures, and discussions will move away from a particular traditional discipline, putting both interdisciplinarity and transdisciplinarity working in tandem. While the interdisciplinary aspect will be crossing, analyzing, synthesizing, and harmonizing various disciplines; the transdisciplinary facet will integrate social sciences in a humanities context, thus transcending their traditional boundaries. The objectives of applying interdisciplinarity and transdisciplinarity approaches are to tackle world’s complex issues— such as colonialism/imperialism, modernity, race, class, gender, revolutions/national liberation, nation/nationalism, civil wars, marginalization, democracy, localization, and globalization — provide different perspectives, and create comprehensive research questions. The lectures and discussion of those issues mentioned above are aimed to enhance your critical thinking skills and cultural knowledge/awareness not only within the Lusophone African field, but also in other related fields, especially in the social sciences. Upon taking this class you may be able to apply its content and components of critical thinking to various cultural issues both local and global and understand the value of approaching these issues from various viewpoints.

The Lusophone African Experience Through Cinema

The Lusophone African Experience through Cinema fulfills the Africana Studies requirements. The class will introduce you to or deepen your knowledge on cultures, histories, and politics of Portuguese-speaking Africa since colonization until today. Issues to be discussed through readings, movies/documentaries, and questions accompanying our classroom discussions include colonialism, race, class, gender, revolutions/national liberation, nation/nationalism, civil wars, marginalization, modernity, localization, and globalization. These resources are aimed to enhance your critical thinking, reading and visual comprehension skills and cultural knowledge not only in this particular field, but also in other related interdisciplinary areas, especially in the social sciences. Upon taking this class you may be able to apply its content and components of critical thinking to various cultural issues both local and global and understand the value of approaching these issues from various viewpoints.

Brazilian Cinema and Popular Music

“Brazilian Cinema and Popular Music” satisfies Arts and Ideas, Africana Studies, and Diversity Intensive requirements. The class, however, is not a traditional film or music course. It is rather an interdisciplinary studies class, a mosaic of disciplines intersecting humanities, social sciences, and cultural and critical theories. Although the readings, movies, and discussions will introduce you to formal aspects of Brazilian cinema and popular music, the class will move beyond music and film formalities to include historical, socioeconomic, cultural, and political issues concerning the Brazilian society. As such, the course will enhance your critical thinking and reading-comprehension skills and cultural knowledge not only in this particular field, but also in other related interdisciplinary areas, especially in the humanities and social sciences. The objectives of applying interdisciplinary approach is to tackle world’s complex issues— such as colonialism, modernity/coloniality, nation/nationalism, globalization, race, racial democracy, inequality, marginalization, poverty, and dictatorship— provide different perspectives and create comprehensive research questions.

In addition to the above SLO’s, the interdisciplinary nature of these courses; the films, lectures, and discussions aim for the following objectives and learning outcomes:

- ⇒ Inquire into historical, socio-economic, political, and cultural issues pertaining the African and Africana societies in the Lusophone context as to enhance our critical thinking skills not only within Arts and Ideas, Africana Studies.
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- ⇒ and Diversity Intensive, but also in other related fields, especially in the humanities and social sciences.
- ⇒ Apply the class’s content and components of critical thinking to various historical, socio-economic, political, and cultural issues both local and global and understand the importance of relating these questions to various disciplines.
- ⇒ Reflect on the African and Africana societies as to review, evaluate, and deepen our knowledge by contemplating on our assumptions and biases that uphold our viewpoints; and understand deeply the historical, socio-economic, political, and cultural issues in Africa and the African diaspora; and enhance our ability to connect learning to our own life, furthering our inclination to engage in future critical thinking.
- ⇒ Communicate clearly on African and African diaspora related issues, approaching the various topics and concepts fairly to make meaningful and relevant connections for the listener, reader, or viewer, demonstrating the capacity to explain concepts in logical and compelling ways to someone who is new to these ideas; listen and develop the capacity to readjust our position in response to what the evidence shows and to adapt our viewpoint.
- ⇒

Enrollment, Format, Space, and Materials

We anticipate an average enrollment of 15 students for each offering. The format of class will vary according to the teaching style of the instructor and learning style of students, such as lecture, seminar, and or discussion. These courses do not require any specialized space or material needs. Some learning and teaching styles include visual, aural, verbal, philosophical chairs/tables, chalk talk, concept mapping, pair-share, AVID/WICOR, Inquiry ARC, and Universal Design Learning (UDL).

3. Currently only one faculty colleague has the credentials for teaching these courses. We consider these courses fundamental to African studies and anticipate the institution's continual support of these diverse students.
4. One of these courses will be offered each spring
5. We encourage all students, regardless of major, to enroll in these courses.

Rationale: The classes deal with both African and African diaspora, interdisciplinary studies, and critical and cultural studies within the Lusophone context. They also explore local and global critical issues such as European-Western colonialism, imperialism, civilization, modernity, nation/nationalism, race/racial democracy, class, gender, inequality, marginalization, poverty, revolutions/national liberation, nation/nationalism, civil wars, democracy, and globalization. In addition, these courses expand epistemic traditions beyond the dominant Eurocentric, Westerncentric, and Westernized epistemologies. By focusing on subaltern studies (African and African diaspora) knowledges and systems of knowing, these courses diversify UNCA's critical thinking by including such studies as postcolonial studies, "decolonial thinking and doing" including key concepts as "epistemologies of the south," "epistemicide," "epistemic fundamentalism," and "epistemic violence."