

Instructionally Related Activities Funds Request Spring 2020

▼ Submitter

Submitter Name

Raquel Baker

Submitter Email

raquel.baker@csuci.edu

▼ 1. Basic Details

Activity Title

ENGL 355: Literatures of Africa and the Diaspora

Activity/Event Date

April 2020

Date Funding Needed By

February 2020

Previously Funded?

- ☐ No
☒ Yes

▼ Previously Funded Proposal

Semester/Year

Fall 2019

Proposal # (if known)

1193

Report submitted for previously Funded Activity?

- ☒ No
☐ Yes

Additional Proposers

Academic Program/Center/Organization Name

English

Estimated total Course Fee revenue

N/A

Amount Requested from IRA

3200.00

Estimated Number of Students Participating

35

▼ 2. Brief Activity Description

Describe the activity and its relationships to the educational objectives of the students' program or major

Brief Activity Description

This panel proposal brings 4 local artists to campus to present their work, answer student questions, and help students understand black expressive culture (literature, films, music, performance art) and the social issues and experiences of its creators. Digital content producer and founder of Steadfaster Media (steadfastermedia.com) will curate a discussion with 3 hip-hop artists featured in his Daily Dos 2-minute video interview project (<https://www.youtube.com/watch?v=HY1weWqcF9U>). Students will read artist lyrics as text, discuss the experiences that inspire the artists' work, and discuss the use of different genres: music, photography, audio, video. Students will examine the 2-minute video interview format as a possible form for the course research project for ENGL/FJS 355: Literatures of Africa and the Diaspora.

The student learning outcome of this activity to analyze and discuss the panelist lyrics as literary texts paying attention to themes of freedom, justice, identity, and community contributes to the English Program outcome to express original and creative ideas in writing and speech. It contributes to the Freedom and Justices Studies outcome of engaging in integrative critical inquiry into personal, societal, or cultural beliefs and practices, especially around issues of social differences or injustice. The course also fulfills the Arts and Humanities area of general education and the CI Mission Categories of International Perspectives and Multicultural Perspectives. This activity specifically provides access to a multicultural perspective and the literary art of spoken-word poetry and video performance.

Please provide a list of administrative support work needed to fulfill the goals of the proposal. Indicate the estimated time of year and amount of time needed for each work item to the best of your ability:

Administrative Time

Book hotel rooms: 30 minutes, March 2020
Attain parking passes: 30 minutes, March 2020
Place catering order: 30 minutes, March 2020

▼ 3. Learning Outcomes and Relation of IRA to Course Offerings

All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses.

1. Please list all classes that directly relate to the proposed activity.
2. For each class listed, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent

Learning Outcomes and Relation of IRA to Course Offerings

English/Freedom and Justice Studies 355: Literatures of Africa and the Diaspora

The panel will be a 75-minute discussion with 4 local artists-- one multimedia producer and three musicians-- to discuss the experiences and ideas that motivate their music, why they have chosen their art form, and what they are trying to say or do through their art. After the panel, panelist will perform in the Student Union Courtyard for larger student audience. The panel will occur in the 13th week after students have read African short stories, theory, and poetry; have read the novel *There There* to relate black issues to Native issues, and have read the autobiography *When They Call You a Terrorist*, by the co-founder of #blacklivesmatter to help students make connections between the ideas taken up by writers on the continent

and artists in the diaspora. Students will turn in a research proposal in the 8th week and the panel will also help serve to get students to think about possible forms in which to deliver their storytelling research project, which must include an interview and a digital component. The panelist will have expertise in digital storytelling, interview technique, lyric writing, music writing, and video production and can work with students on short 2-minute video drafts and other craft issues.

This panel will allow students to

- synthesize courses ideas. (compare content presented weeks 1-11 to ideas presented by panelists)
- understand the black experience in a transnational context by connecting the experience and artistic production of panel participants to the ideas presented by African writers and theorist (before the panel, for example, ideas in panelist lyrics to ideas presented in readings on Black consciousness by South African writer Steve Biko).
- use storytelling techniques to present research (final project production)
- think about forms, including multimedia forms, in which to present their research (final project production, final project must include one interview)

Week 12: #sayhername

When They Call You a Terrorist, Khan-Cullors (USA), Chapters 13-16

Read panelist song lyrics as text—discuss key themes
brainstorm and develop questions for panelists

Week 13: African Diasporic Imaginary in Music

Connection with the Black Experience through Music: A Panel

Black Panther, Coogler (USA)

Reflection Paper: What is justice?—How is justice defined in the urban Indian narrative? How is justice defined in by Khan-Cullors? How is justice defined in Black Panther? What issues of justice are reflected in panelist lyrics? Course requirement.

ENGL 110: Multicultural Literatures for Non-Majors

I will invite students from this course to the panel as a way to support their engagement with multicultural perspectives in contemporary art. In this course, students will read

Zoo City, Lauren Beukes (South Africa)

Quichotte, Salman Rushdie (India)

There There, Tommy Orange (USA)

Students will engage with international, indigenous, and African literature but not specifically with black literature, so this event should fill out the course nicely.

For extra credit for ENGL 110 Students

Reflection Paper: What issues are reflected in panelist lyrics? (after event)

▼ 4. Activity Assessment

Describe the assessment process and measures that the program will use to determine if it has attained its educational goals.

Please note that a report will be due at the end of the semester.

Description of Assessment Process

Reflection Paper: What is justice?—How is justice defined in the urban Indian narrative? How is justice defined in by Khan-Cullors? What issues of justice are reflected in panelist lyrics? (For ENGL/FJS 355 Students). Course requirement

For extra credit for ENGL 110 Students

Reflection Paper: What issues are reflected in panelist lyrics?

Two-Question Survey Instrument for all attendees at panel and post-panel musical performance

What stays with you after hearing panelists:

Offer a suggestion about what activities or events you would like faculty to use IRA funding for:

5. Activity Budget

Please enclose a complete detailed budget of the entire activity. Indicate specific items that you are requesting IRA to fund.

You should use either the Regular Activity budget (for events on campus) or -- if your event involves any travel-- you MUST use the IRA Travel Budget Form.

You can download both of the IRA Excel Budget sheets at <http://www.csuci.edu/ira/application.htm>.

Activity Budget

[13-14-ira-regular-budget_baker_ENGL_355_spring2020.xlsx](#)

6. International Trips

If your event is an international trip submitted through the Center for International Affairs, you must include copies of:

1. Complete Center for International Affairs/ UNIV 392 proposal
2. The program budget as submitted to the Center for International Affairs (to ensure congruency between the two budgets)
3. as well as a copy of the course syllabus

Center for International Affairs Budget

Copy of Center for International Affairs Proposal

Course Syllabus

Certification

☐ I certify that students attending this trip are not previous or repeat attendees of a prior International UNIV 392 Trip

7. Sources of Activity Support

Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity. Please indicate if there are no other sources of funding

Other Sources of Funding

There are no other sources of funding for this activity.

8. Promoting Participation

What is your intended audience and how do you intend to market this to your students?

Students in ENGL/FJS 355 and ENGL 110. Students in the Black Student Union. Students in the Pinkard Living and Learning Community. Students in the Michelle Serros Living and Learning Community. Undergraduate students, particularly students enrolled in courses with a multicultural perspective.

Announcements in class, through Canvas, through Living and Learning Community contacts, through Black Faculty and Staff Association to Black Student Union.

If this is an event that is off campus, how do you plan to bring back the benefit of this event to campus?

▼ 9. Approval and Acknowledgement

Program Chair/Director

Adler, Mary

Dean

Wyels, Cynthia (Arts & Sciences)

Program Chairs and Deans may inform proposer of any staffing capacity needs or limitations (optional comments below):

Conditions and Considerations

- ☒ **Artist/Performer/Speaker Fees & Honoraria:** On the Activity Budget, please indicate whether the vendor's price was set by you/CI Representative, or is a fee that was set by the vendor.
- ☐ **Large Event:** For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.
- ☐ **Field Trip:** Sponsor must comply with all policies found at:
<http://www.csuci.edu/rm/programs/academic-field-trip-guidelines-and-forms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).
- ☐ **Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval :** If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects - from simple surveys to complex biomedical procedures - must be reviewed and approved by the IRB prior to starting the research. Data for "Public Dissemination" indicates interviews/surveys that result in a journal/poster session/newsletter, etc.
- ☐ **IT Requirements:** If your activity has IT requirements, coordination with and approval from IT Administration is required.
- ☐ **International Travel:** Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application. Must utilize the University's Foreign Travel Insurance Program (FTIP) and follow all International Travel Guidelines listed at: <http://www.csuci.edu/rm/insurance/foreign-travel.htm>
- ☐ **Risk Management Consultation:** Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.
- ☒ **Space/Facilities Services Requirements:** Consultation and coordination with Facilities Services is required.

Acknowledgement

- ☒ I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. Please check off boxes as appropriate. Please note that late applications will not be reviewed by the committee.

▼ Chair Review

Recommendation

☒ I recommend approval of the IRA Funds Request described on this page

☐ I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

 Marion Adler Nov 4 2019

▼ Dean Review

Recommendation

☒ I recommend approval of the IRA Funds Request described on this page

☐ I DO NOT recommend approval of the IRA Funds Request described on this page

Comments

 Cynthia Wyels Nov 22 2019