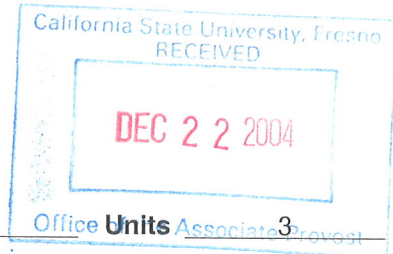


General Education Course Proposal



Proposed Course: AAIS 10 Introduction to Africana Studies
Prefix No. Title

Department: Africana & American Indian Studies College/School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1 ___ A2 ___ A3 ___ B4 ___
Breadth: B1 ___ B2 ___ C1 ___ C2 ___ D E ___
Integration: B ___ C ___ D ___ International/Multicultural ___

Existing Course ___ Revised Course New Course ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

A survey course designed to introduce students to the vast array of scholarship examining African American experience as relates to the experience of Africans on the continent and other peoples of African descent in the Diaspora. (Formerly AFAM 10)

Enrollment limit per section: 40

Expected number of sections per semester - Year 1 1-2 Year 3 1-2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 12/16/04
Department Chair Date

Matthew D. Judson 12/20/04
College/School Curriculum Committee Date

[Signature] 12/22/04
College/School Dean Date

[Signature] APR 1 2005
General Education Subcommittee Date

[Signature] APR 1 2005
Associate Provost Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54

ATTACHMENT 2

INTRODUCTION TO AFRICANA STUDIES – AAIS 10 FALL 2004

GENERAL SYLLABUS

Instructor:	Name
Office:	Instructor's Office
Office Hours:	Instructor's office hours (minimum of five hours per week)
Phone/email:	Instructor's office phone and email address
Dept. Office:	Peters Building, Room 393
Dept. Phone:	(559) 278-2832

Catalog Description:

A survey course designed to introduce students to the vast array of scholarship examining African American experience as relates to the experience of Africans on the continent and other peoples of African descent in the Diaspora.

Common Objectives:

- Students will be introduced to the racial and economic ideologies that were used to justify the enslavement of African peoples in the Americas.
- Students will examine the development and institutionalization of African slavery in the Americas and its consequences in Africa and the Diaspora.
- Students will have the opportunity to explore how African peoples made their way from slavery to freedom and the role the anti-slavery movement played in the process.
- Students will evaluate the contributions of peoples of African descent to political revolutions, intellectual thought, cultural and artistic expressions throughout the contemporary world.
- Students will examine the ties that bind African Americans to the peoples of African descent on the continent and others in the Diaspora.
- Students will be provided with an opportunity to develop critical thinking, writing, oral communication and interpretive skills.

Representative Texts:

- (1) RACE AND THE ENLIGHTENMENT: A READER edited by Emmanuel C. Eze. Blackwell Publishers, Cambridge, MA. 1997.
- (2) NILE VALLEY CONTRIBUTIONS TO CIVILIZATION by Anthony T. Browder. Institute of Karmic Guidance, Washington, D.C., 1992.
- (3) THE AFRICAN DIASPORA: AFRICAN ORIGINS AND NEW WORLD IDENTITIES edited by Isidore Okpewho, Carole B. Davies, and Ali Mazrui. Indiana University Press: Bloomington, IN, 1999.
- (4) AFROCENTRICITY: THE THEORY OF SOCIAL CHANGE by Molefe K. Asante. African American Images. Chicago, IL, 2003.
- (5) THE BLACK ATLANTIC: MODERNITY AND DOUBLE CONSCIOUSNESS by Paul Gilroy. Harvard University Press, Cambridge, MA. 1993.
- (6) AFRO-LATIN AMERICA, 1800-2000 by George Reid Andrew. Oxford University Press, New York, NY. 2004.

- (7) THE LIFE OF OLAUDAH EQUIANO edited by Paul Edwards. Longman Publishers, New York, NY. Fourth Impression, 1998.
- (8) MUTINY ON THE AMISTAD by Howard Jones. Oxford University Press, New York, NY, 1987.
- (9) BELOVED by Toni Morrison. Penguin Putnam, Inc., New York, NY, 2000.
- (10) THE SOULS OF BLACK FOLK by W.E.B. DuBois. Penguin Books. New York, NY, 1996.
- (11) THE MIS-EDUCATION OF THE NEGRO by Carter G. Woodson. Africa World Press, Inc. Trenton, NJ, 10th Reprinting, 1998.
- (12) TWO THOUSAND SEASONS by Ayi Kwei Armah. Third World Press, Chicago, IL, 1980
- (13) CONSCIENCISM: PHILOSOPHY AND IDEOLOGY FOR DECOLONIZATION by Kwame Nkrumah. Monthly Review Press, New York, NY, 1970.
- (14) MYTH, LITERATURE AND THE AFRICAN WORLD by Wole Soyinka. Cambridge University Press, New York, NY, 1976.
- (15) A SONG FLUNG UP TO HEAVEN by Maya Angelou. Random House, New York, NY, 2002.
- (16) THINGS FALL APART by Chinua Achebe. Bantam Doubleday Dell, New York, NY, 1959.
- (17) A RAISIN IN THE SUN by Lorraine Hansberry. Vintage Books, A Division of Random House. New York, NY, 1994.

Recommended Readings:

- (1) ROOTS: THE SAGA OF AN AMERICAN FAMILY by Alex Haley. Bantam Doubleday Dell Reissue Edition, New York, NY, 1980.
- (2) NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, AN AMERICAN SLAVE: WRITTEN BY HIMSELF by Frederick Douglass, John W. Blassingame, John R. McKivigan, Peter P. Hinks, Gerald Fulkerson. Yale Nota Bene, a Paperback Trade Imprint from Yale University Press, New Haven, CT, 2001.

Common Student Activities:

Students in AAIS 10 will be required to undertake the following activities as outlined in the course syllabus:

- (1) Read the assigned readings and related materials.
- (2) Attend class and participate in class discussions.
- (3) Write two take-home tests requiring answers in essay format.
- (4) Do research on a specific country with significant numbers of peoples of African descent, do oral report and write a report of the country (a list of countries is provided below).
- (5) Work with a group on a book project to be presented to the class.
- (6) Write a profile on one individual of African descent whose life, scholarship and creative endeavors had contributed to the struggle, cultural and political renaissance.
- (7) View videos in class and write response to each video relating the content to the relevant assigned readings for the class.
- (8) Attend cultural events and write response to each event relating the content to the relevant assigned readings for the class.

Course Requirements

Reading Assignments:

There will be reading assignments from the TEXT(S) and occasional readings from The Henry Madden Library E-Reserves system to be supplemented with lecture material. Check the library's website for information on how to access the course materials on E-Reserve. Students are required to

complete the reading assignments before each class session and be prepared to discuss the contents of the readings. Students are to read the required books and other course materials, and be responsible for test questions from their contents.

Tests:

During the course of the semester, there will be a take-home MIDTERM exam and a FINAL examination both requiring answers in essay format. The tests will cover assigned readings from the texts and other materials.

Africana Country Research:

Each student will pick a country with significant numbers of peoples of African descent and study it throughout the semester. Using multiple sources such as country profiles, encyclopedias, CD-Roms, books, newspapers, the INTERNET, academic journals, magazines and other written documentaries, students will prepare a country report to include the following information:

Each student will pick a country with significant numbers of peoples of African descent and study it throughout the semester. Using multiple sources such as country profiles, encyclopedias, CD-Roms, books, newspapers, the INTERNET, academic journals, magazines and other written documentaries, students will prepare a country report to include the following information:

- (1) Maps positioning the country among its neighboring states in the geographical region it is situated;
- (2) A summary of the relevant demographic and statistical information;
- (3) An analysis of the historical and contemporary links to the African continent and the U.S.
- (4) A focus on the struggles from slavery to freedom, and the contributions to humanity through intellectual thought, cultural and artistic expressions;
- (5) Highlights of conversations with at least one person of African descent with personal knowledge and/or historical ties to the country being studied. The conversations are to explore Africana identity as they relate to culture and contemporary images;
- (6) This assignment will be handled in an iterative fashion (i.e. the instructor will provide written comments on the draft paper (due in week 12), and request revisions to be incorporated into the final written report.
- (7) An oral presentation of the country's profile during the last two weeks of the semester;
- (8) A final written report of 5-6 pages (1,000 words) in length due at the day that students are scheduled to present their country projects in class.

List of Countries to Choose From:

- England
- Haiti
- Panama
- Jamaica
- Martinique
- The Dominican Republic
- Trinidad & Tobago
- Brazil
- Costa Rica

- Nicaragua
- Guatemala
- Honduras
- Puerto Rico
- Cuba
- Surinam
- Colombia
- Belize
- Guyana
- The Bahamas
- St. Lucia
- Grenada
- British Virgin Islands,
- St. Croix
- Dominica
- Antigua and Barbuda
- Barbados
- Guadalupe
- Venezuela
- Ecuador
- Ghana
- Egypt
- Algeria
- Tunisia
- Morocco
- Sudan
- Nigeria
- Senegal
- South Africa
- Kenya
- Mali
- Tanzania
- Ethiopia
- Liberia
- Sierra Leone
- Angola
- Democratic Republic of Congo

African Peoples' Profiles:

Students are to write a 2-page profile on one individual of African descent whose life, scholarship and creative endeavors had contributed to the struggle from slavery to freedom, and the cultural and political renaissance in Africa, England, the Caribbean, and the United States.

Suggested Names for Profiles:

- Phillis Wheatley

- Paul Robeson
- Booker T. Washington
- Harriet Tubman
- Sojourner Truth
- Frederick Douglass
- Marcus Garvey
- Malcolm X
- Kwame Nkrumah
- Langston Hughes
- Carter G. Woodson
- Walter Rodney
- Aime Cesaire
- Rosa Parks
- C.L.R. James
- Toussaint L'Ouverture
- Frantz Fanon
- George Padmore
- Alexander Crummell
- Edward Blyden
- Martin Delany
- Bob Marley
- Gamel Abdel-Nasser
- Jomo Kenyatta
- Haile Selassie
- Julius Nyerere
- Patrick Lumumba
- Nnamdi Azikwe
- Nelson Mandela
- Desmond Tutu
- Lorraine Hansberry
- Wole Soyinka
- Chinua Achebe
- Alice Walker
- Ngugi wa Thiong'o
- Edson Arantes Do Nascimento (better known as Pelé)
- Jackie Robinson
- Jesse Owens
- Muhammad Ali
- Bill Cosby
- Oprah Winfrey
- Michael Jordan
- Spike Lee

Book Project (Oral Presentation):

Students will be assigned into groups to review, summarize, and orally present materials from selected books. The book project should be a POWERPOINT presentation based on the analysis, evaluation, and critique of the selected book. Students are encouraged to extract data from all the readings and prepare class handouts of major points of their presentation. Each student is required to attend all group meetings and participate fully in this project since each student in the group will receive the same grade.

Representative Readers for Book Report:

- THE LIFE OF OLAUDAH EQUIANO edited by Paul Edwards. Longman Publishers, New York, NY. Fourth Impression, 1998.
- BELOVED by Toni Morrison. Penguin Putnam, Inc., New York, NY, 2000.
- MUTINY ON THE AMISTAD by Howard Jones. Oxford University Press, New York, NY, 1987.
- THE SOULS OF BLACK FOLK by W.E.B. Du Bois. Penguin Books. New York, NY, 1996.
- THE MIS-EDUCATION OF THE NEGRO by Carter G. Woodson. Africa World Press, Inc. Trenton, NJ, 10th Reprinting, 1998.
- TWO THOUSAND SEASONS by Ayi Kwei Armah. Third World Press, Chicago, IL, 1980..
- A SONG FLUNG UP TO HEAVEN by Maya Angelou. Random House, New York, NY, 2002.
- THINGS FALL APART by Chinua Achebe. Bantam Doubleday Dell, New York, NY, 1959.
- A RAISIN IN THE SUN by Lorraine Hansberry. Vintage Books, A Division of Random House. New York, NY, 1994.
- MYTH, LITERATURE AND THE AFRICAN WORLD by Wole Soyinka. Cambridge University Press, New York, NY, 1976.

Videos:

Roots TV Mini-Series: A David Wolper Production. Based on Alex Haley's book, *Roots*.

Episode 1: In Gambia, West Africa, Kunta Kinte, son of Omoro and Binta, distinguishes himself in manhood training rituals. But he does not enjoy his new status long; slave traders sweeping the countryside seize him. Chained with other captives, Kunta begins an agonized odyssey to the New World.

Episode 2: Despite a violent rebellion, the slave ship Lord Ligonier completes its voyage and Kunta Kinte endures the indignity of an Annapolis slave auction. Fiddler, the slave in charge of Kunta's training, becomes his only friend – a friendship that's tested when Kunta plans an escape.

Episode 3: In 1776, a nation fights for freedom... but not for all. Kunta escapes again and is crippled by slave catchers. He marries, gains a daughter and loses his longtime friend Fiddler. Another chance for escape arises, but Kunta sacrifices it to care for his wife and the newborn he names Kizzy, an African word for "stay put."

Episode 4: At age 16, Kizzy is sold and bears his new master's son, who grows up to become fun-loving Chicken George. Yearning to see her parents, Kizzy is comforted by Samuel Bennett, but they are ill-matched. When she returns to her birthplace, Kizzy learns of her parents' fates.

Episode 5: Chicken George is sent to England as payment for his owner's gambling debt. Fourteen years later, he returns home a free man, a status that has a profound effect on the family begun by Kunta Kinte. The Civil War erupts; at last the era of slavery draws to an end.

Episode 6: The Civil War is over but night riders terrorize ex-slaves. By marking his clients' horseshoes, Tom identifies the raiders but endangers his own life. Chicken George, who fought for the Union, rejoins his family. He leads them to a new home in Tennessee.

Video Response:

Students will write a 2-3 page reaction paper to each of the episodes analyzing, evaluating, and critiquing information from the videos and relating the content to the relevant readings for the class.

Cultural Events:

During the course of the semester, students are required to attend two cultural events (on- or off-campus) related to the African, Afro-Caribbean, or African American experience. For each event, students are to prepare a 1-2 page reaction paper relating it to the various readings for the class.

Format:

All take home assignments are to be typed, double spaced, using 12-point font, one-inch margins, and cover page (with student's name, instructor's name, class, date, and title of assignment). Each assignment should be carefully edited for grammar, typos, and/or spelling mistakes. Appropriate citations should be provided using the American Psychological Association (APA) format. Provide a bibliographic page of all references using the American Psychological Association (APA) format. The following website offers information about writing and formatting papers in the APA style including general format, referring to the works of others in your text, your reference list, examples, notes, and additional resources:

<http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>

Instructor Feedback on Writing Assignments:

The Africana Country Research assignment will be handled in an iterative fashion (i.e. the instructor will provide written comments on the draft paper (due in week 12), and request revisions to be incorporated into the final written report. The final reports are due during the last two weeks of the semester when students are scheduled to present their country reports in class. In providing the iterative revision, the instructor will use the campus' General Education (GE) scoring guide for writing developed in 2002. The following website offers information about the GE scoring guide for writing:

http://academicaffairs.csufresno.edu/undergrad_studies/document/Writing_Rubric_060602.doc

Late Assignments/Projects:

All assignments are due in class on the due date. Late assignments/projects may be accepted only with genuine excuse and/or prior permission. Points would be taken from late assignments/projects. No assignments may be accepted four days after the due date.

Attendance:

Attendance is required for each student and tardiness is unacceptable. It is the responsibility of students to record their attendance at the beginning of each class period. A student is allowed 4 absences for whatever reason. Three incidents of tardiness will constitute one absence. For each class session missed beyond the 4 absences allowed, students lose two percentage points of the 10%

earmarked for attendance. If students are absent from class, it is their responsibility to check on announcements made in their absence.

Final Grades:

Midterm Test	=	10%
Final Examination	=	10%
Africana Country Project (Oral)	=	05%
Africana Country Project (Written)	=	10%
African Peoples' Profiles	=	05%
Book Project (Oral)	=	10%
Video Responses (x6)	=	30%
Cultural Events (x2)	=	10%
<u>Attendance</u>	=	<u>10%</u>
TOTAL	=	100%

Criteria for Grading (Grade point per unit in parenthesis):

A – Excellent, 90-100% (4.0) will be awarded to work showing the highest degree of competence, thorough development of ideas, a very high degree of intellectual initiative, and sustained superiority in meeting all stated course objectives and responsibilities.

B – Very Good, 80-89% (3.0) will be awarded to work that demonstrates a high level of competence, a high degree of intellectual initiative, and sustained superiority in meeting all stated course objectives and responsibilities.

C – Satisfactory, 70-79% (2.0) will be awarded to work that demonstrates a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities, and comprehension of course content.

D – Unsatisfactory, 60-69% (1.0) will be awarded to work that lacks focus and pertinent detail; work that shows inadequacy in meeting course objectives, responsibilities and comprehension of course content.

F – Failure, Below 60% (0.0) will be awarded to work with little or no understanding of course objectives, responsibilities and course content. Work at this level does not meet requirements for credit toward a degree.

Course Topics

- The Concept of the Diaspora and Africana Studies
- European Racial Theories and Slavery
- Stereotypes, Myths and Realities of the Concept of Race
- Africa's link to Europe, North America, Central America and South America through the Trans-Atlantic Slave Trade
- Anti-Slavery Movement and The Abolitionists
- Slave Revolts in the Caribbean
- The Civil War and Reconstruction in the U.S.
- European Colonialism and the African Experience
- Jim Crow in the U.S vs. Apartheid in South Africa
- Civil Rights Movement in the U.S. Vs. Political Independent Movement in Africa

- The Search for Africana Identity
- African American ties to Contemporary Africa and the Caribbean

University Policies

- Students with disabilities
- Cheating and plagiarism
- Computers
- Disruptive classroom behavior
- Copyright policy
- Final grade distribution
- Syllabus subject to change

ATTACHMENT 3

INTRODUCTION TO AFRICANA STUDIES – AAIS 10 FALL 2004

TENTATIVE COURSE SYLLABUS

DR. YAW OHENEBA-SAKYI
AFRICANA & AMERICAN INDIAN STUDIES
CAL STATE UNIVERSITY, FRESNO
MCKEE FISK BUILDING ROOM 243
TEL (559) 278-4423/2832
FAX (559)278-2233; E-MAIL: yoheneba@csufresno.edu

DATES: TBA
OFFICE HRS. TBA and
By APPOINTMENT
COURSE SCHEDULE #:
UNITS: 3, NO PREREQUISITE

“The modern African Diaspora, at its core, consists of the millions of peoples of African descent living in various societies who are united by a past based significantly but not exclusively upon racial oppression and the struggles against it; and who, despite the cultural variations and political and other divisions among them, share an emotional bond with one another and with their ancestral continent; and who also regardless of their location, face broadly similar problems in constructing and realizing themselves.” Colin Palmer, *American Historical Association Newsletter*, Vol. 36 No. 6, Sept. 1998, p. 23.

CATALOG DESCRIPTION:

A survey course designed to introduce students to the vast array of scholarship examining African American experience as relates to the experience of Africans on the continent and other peoples of African descent in the Diaspora.

COURSE OBJECTIVES:

- Students will be introduced to the racial and economic ideologies that were used to justify the enslavement of African peoples in the Americas.
- Students will examine the development and institutionalization of African slavery in the Americas and its consequences in Africa and the Diaspora.
- Students will have the opportunity to explore how African peoples made their way from slavery to freedom and the role the anti-slavery movement played in the process.
- Students will evaluate the contributions of peoples of African descent to political revolutions, intellectual thought, cultural and artistic expressions throughout the contemporary world.
- Students will examine the ties that bind African Americans to the peoples of African descent on the continent and others in the Diaspora.
- Students will be provided with an opportunity to develop critical thinking, writing, oral communication and interpretive skills.

REQUIRED TEXTS:

(1) RACE AND THE ENLIGHTENMENT: A READER edited by Emmanuel C. Eze. Blackwell Publishers, Cambridge, MA, 1997.

(2) THE AFRICAN DIASPORA: AFRICAN ORIGINS AND NEW WORLD IDENTITIES edited

by Isidore Okpewho, Carole B. Davies, and Ali Mazrui. Indiana Univ.Press: Bloomington, IN, 1999.
(3) AFRO-LATIN AMERICA, 1800-2000 by George Andrew. Oxford Univ. Press, New York, NY, 2004.

REQUIRED READERS FOR BOOK REPORT:

- (1) THE LIFE OF OLAUDAH EQUIANO edited by Paul Edwards. Longman Publishers, New York, NY, Fourth Impression, 1998.
- (2) BELOVED by Toni Morrison. Penguin Putnam, Inc., New York, NY, 2000.
- (3) THE SOULS OF BLACK FOLK by W.E.B. DuBois. Penguin Books. New York, NY, 1996.
- (4) THINGS FALL APART by Chinua Achebe. Bantam Doubleday Dell, New York, NY, 1959.
- (5) TWO THOUSAND SEASONS by Ayi Kwei Armah. Third World Press, Chicago, IL, 1980.
- (6) A SONG FLUNG UP TO HEAVEN by Maya Angelou. Random House, New York, NY, 2002.

RECOMMENDED READINGS:

- (1) ROOTS: THE SAGA OF AN AMERICAN FAMILY by Alex Haley. Bantam Doubleday Dell Reissue Edition, New York, NY, 1980.
- (2) NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, AN AMERICAN SLAVE: WRITTEN BY HIMSELF by Frederick Douglass, John W. Blassingame, John R. McKivigan, Peter P. Hinks, Gerald Fulkerson. Yale Nota Bene, a Paperback Trade Imprint from Yale University Press, New Haven, CT, 2001.
- (3) MUTINY ON THE AMISTAD by Howard Jones. Oxford Univ. Press, New York, NY, 1987.

VIDEOS:

Roots TV Mini-Series: A David Wolper Production. Based on Alex Haley's Book, *Roots*.

Episode 1: In Gambia, West Africa, Kunta Kinte, son of Omoro and Binta, distinguishes himself in manhood training rituals. But he does not enjoy his new status long; slave traders sweeping the countryside seize him. Chained with other captives, Kunta begins an agonized odyssey to the New World.

Episode 2: Despite a violent rebellion, the slave ship *Lord Ligonier* completes its voyage and Kunta Kinte endures the indignity of an Annapolis slave auction. Fiddler, the slave in charge of Kunta's training, becomes his only friend – a friendship that's tested when Kunta plans an escape.

Episode 3: In 1776, a nation fights for freedom... but not for all. Kunta escapes again and is crippled by slave catchers. He marries, gains a daughter and loses his longtime friend Fiddler. Another chance for escape arises, but Kunta sacrifices it to care for his wife and the newborn he names Kizzy, an African word for "stay put."

Episode 4: At age 16, Kizzy is sold and bears his new master's son, who grows up to become fun-loving Chicken George. Yearning to see her parents, Kizzy is comforted by Samuel Bennett, but they are ill-matched. When she returns to her birthplace, Kizzy learns of her parents' fates.

Episode 5: Chicken George is sent to England as payment for his owner's gambling debt. Fourteen years later, he returns home a free man, a status that has a profound effect on the family begun by Kunta Kinte. The Civil War erupts; at last the era of slavery draws to an end.

Episode 6: The Civil War is over but night riders terrorize ex-slaves. By marking his clients' horseshoes, Tom identifies the raiders but endangers his own life. Chicken George, who fought for the Union, rejoins his family. He leads them to a new home in Tennessee.

COURSE REQUIREMENTS

Reading Assignments:

There will be reading assignments from the TEXT(S) and occasional readings from The Henry Madden Library E-Reserves system to be supplemented with lecture material. Check the library's website for information on how to access the course materials on E-Reserve. Students are required to complete the reading assignments before each class session and be prepared to discuss the contents of the readings. Students are to read the required books and other course materials, and be responsible for test questions from their contents.

Tests:

During the course of the semester, there will be a take-home MIDTERM exam and a FINAL examination both requiring answers in essay format. The tests will cover assigned readings from the texts and other materials.

Africana Country Research:

Each student will pick a country with significant numbers of peoples of African descent and study it throughout the semester. Using multiple sources such as country profiles, encyclopedias, CD-Roms, books, newspapers, the INTERNET, academic journals, magazines and other written documentaries, students will prepare a country report to include the following information:

- (1) Maps positioning the country among its neighboring states in the geographical region it is situated;
- (2) A summary of the relevant demographic and statistical information;
- (3) An analysis of the historical and contemporary links to the African continent and the U.S.
- (4) A focus on the struggles from slavery to freedom, and the contributions to humanity through intellectual thought, cultural and artistic expressions;
- (5) Highlights of conversations with at least one person of African descent with personal knowledge and/or historical ties to the country being studied. The conversations are to explore Africana identity as they relate to culture and contemporary images;
- (6) This assignment will be handled in an iterative fashion (i.e. the instructor will provide written comments on the draft paper (due in week 12), and request revisions to be incorporated into the final written report.
- (7) An oral presentation of the country's profile during the last two weeks of the semester;
- (8) A final written report of 5-6 pages (1,000 words) in length due at the day that students are scheduled to present their country projects in class.

List of Countries to Choose From:

England, Haiti, Panama, Jamaica, Martinique, The Dominican Republic, Trinidad & Tobago, Brazil, Costa Rica, Nicaragua, Guatemala, Honduras, Puerto Rico, Cuba, Surinam, Colombia, Belize, Guyana, The Bahamas, St. Lucia, Grenada, British Virgin Islands, St. Croix, Antigua and Barbuda, Barbados, Guadalupe, Ecuador, Venezuela, Ghana, Egypt, Algeria, Tunisia, Morocco, Sudan, Nigeria, Senegal, South Africa, Kenya, Mali, Tanzania, Ethiopia, Liberia, Sierra Leone, Angola, Democratic Republic of Congo.

African Peoples' Profiles:

Students are to write a 2-page profile on one individual of African descent whose life, scholarship and creative endeavors had contributed to the struggle from slavery to freedom, and the cultural and political renaissance in Africa, England, the Caribbean, and the United States.

Suggested Names for Profiles: Phillis Wheatley, Paul Robeson, Booker T. Washington, Jackie Robinson, Jesse Owens, Muhammad Ali, Harriet Tubman, Sojourner Truth, Frederick Douglass, Marcus Garvey, Malcolm X, Kwame Nkrumah, Langston Hughes, Carter G. Woodson, Walter Rodney, Aime Cesaire, Rosa Parks, C.L.R. James, Toussaint L'Ouverture, Frantz Fanon, George Padmore, Alexander Crummell, Edward Blyden, Martin Delany, Bob Marley, Gamel Abdel-Nasser, Jomo Kenyatta, Haile Selassie, Julius Nyerere, Patrick Lumumba, Nelson Mandela, Desmond Tutu, Lorraine Hansberry, Wole Soyinka, Chinua Achebe, Alice Walker, Ngugi wa Thiong'o, Bill Cosby, Oprah Winfrey, Michael Jordan, Spike Lee, Edson Arantes Do Nascimento (better known as Pelé).

Book Project (Oral Presentation):

Students will be assigned into groups to review, summarize, and orally present materials from six books. The book project should be a POWERPOINT presentation based on the analysis, evaluation, and critique of the selected book. Students are encouraged to extract data from all the readings and prepare class handouts of major points of their presentation. Each student is required to attend all group meetings and participate fully in this project since each student in the group will receive the same grade. The group project accounts for 10% of the course grade.

Video Response:

Students will write a two-page reaction paper on all the films to be viewed in class. Students are to analyze, evaluate, and critique information from each film and relate the content to the relevant assigned readings for the class. For each film response, the instructor will provide written feedback to students to be incorporated into the Africana Country Research Project (see above).

Cultural Events:

During the course of the semester, students are required to attend three cultural events related to the African, Afro-Caribbean, or African American experience on campus or in the local community. For each event, students are to submit a 1-2 page reaction paper on how the event is related to the various readings for the class.

Format:

All take home assignments are to be typed, double spaced, using 12-point font, one-inch margins, and cover page (with your name, instructor's name, class, date, and title of assignment). Each assignment should be carefully edited for grammar, typos, and/or spelling mistakes. Appropriate citations should be provided using the American Psychological Association (APA) format. Provide a bibliographic page of all references using the American Psychological Association (APA) format. The following website offers information about writing and formatting papers in the APA style including general format, referring to the works of others in your text, your reference list, examples, notes, and additional resources:

<http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>

Instructor Feedback on Writing Assignments:

The Africana Country Research assignment will be handled in an iterative fashion (i.e. the instructor will provide written comments on the draft paper (due in week 12), and request revisions to be incorporated into the final written report. The final reports are due during the last two weeks of the semester when students are scheduled to present their country reports in class. In providing the iterative revision, the instructor will use the campus' General Education (GE) scoring guide for writing developed in 2002. The following website offers information about the GE scoring guide for writing:

http://academicaffairs.csufresno.edu/undergrad_studies/document/Writing_Rubric_060602.doc

Late Assignments/Projects:

All written assignments are due in class on the due date. Late assignments/projects may be accepted only with genuine excuse and/or prior permission. Points would be taken from late assignments/projects. No assignments may be accepted four days after the due date.

Attendance:

Attendance is required for each student and tardiness is unacceptable. It is the responsibility of students to record their attendance at the beginning of each class period. A student is allowed 4 absences for whatever reason. Three incidents of tardiness will constitute one absence. For each class session missed beyond the 4 absences allowed, students lose two percentage points of the 10% earmarked for attendance. If students are absent from class, it is their responsibility to check on announcements made in their absence.

University Policies:

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended

standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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Final Grades:

Midterm Test	=	10%
Final Examination	=	10%
Africana Country Project (Oral)	=	05%
Africana Country Project (Written)	=	10%
African Peoples' Profiles	=	05%
Book Project (Oral)	=	10%
Video Responses (x6)	=	30%
Cultural Events (x2)	=	10%
<u>Attendance</u>	=	<u>10%</u>
TOTAL	=	100%

Criteria for Grading (Grade point per unit in parenthesis):

A – Excellent, 90-100% (4.0) will be awarded to work showing the highest degree of competence, thorough development of ideas, a very high degree of intellectual initiative, and sustained superiority in meeting all stated course objectives and responsibilities.

B – Very Good, 80-89% (3.0) will be awarded to work that demonstrates a high level of competence, a high degree of intellectual initiative, and sustained superiority in meeting all stated course objectives and responsibilities.

C – Satisfactory, 70-79% (2.0) will be awarded to work that demonstrates a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities, and comprehension of course content.

D – Unsatisfactory, 60-69% (1.0) will be awarded to work that lacks focus and pertinent detail; work that shows inadequacy in meeting course objectives, responsibilities and comprehension of course content.

F – Failure, Below 60% (0.0) will be awarded to work with little or no understanding of course objectives, responsibilities and course content. Work at this level does not meet requirements for credit toward a degree.

DETAILED CLASS SCHEDULE

PART I THE CONCEPT OF THE AFRICAN DISPORA AND AFRICANA STUDIES

Week 1: Introduction to course materials and requirements

Week 2: (1) “Defining and Studying the Modern African Diaspora” by Colin Palmer. *American Historical Association Newsletter*, Vol. 36 No. 6, Sept. 1998.
(2) “Understand the Negro” pp. 132-143, *The Mis-Education of the Negro* by Carter G. Woodson. Africa World Press, Trenton, NJ. 10th Printing, 1998.
(3) “An African Diaspora: The Ontological Project” by Michael Echeruo, pp. 3-27 in *The African Diaspora* edited by Isidore Okpewho. Bloomington: Indiana University Press, 1999.
(4) “Cultural Reconfigurations in the African Caribbean” by Maureen Warner-Lewis, pp. 19-27 in *The African Diaspora* edited by Isidore Okpewho. Bloomington: Indiana University Press, 1999.
(5) *Afro-Latin America* by Andrews (Chapter 1)

PART II EUROPEAN RACIAL THEORIES AND SLAVERY

Week 3 (1) *Race and the Enlightenment* by Eze
(2) “Commentary” by Anthony T. Browder, pp. 25-41 in *Nile Valley Contributions to Civilization* by Anthony T. Browder . Institute of Karmic Guidance, Washington, D.C., 1992.

Week 4 Stereotypes, Myths & Realities of the Race Concept
(1) “The Concept of Race in the Human Species in the Light of Genetics.”

In *Race, Science and Humanity* by Ashley Montagu, pp 1-10.
(2) "The Geometer of Race" by Stephen J. Gould, pp. 234-238. Article 41 in *Understanding Cultural Pluralism*.
(3) "Bred in the Bone?" by Alan H. Goodman, pp. 239-243. Article 42 in *Understanding Cultural Pluralism*.
(4) "The Silent Catastrophe: Institutional Racism in the British Educational System and the Underachievement of Black Boys," by Makeda Graham and Gil Robinson. *Journal of Black Studies*, Vol 34 (5), pp. 653-671.
Video : ROOTS, Episode 1

Week 5 *The Life of Olaudah Equiano* by Paul Edwards (**Book Report**)
Video: ROOTS, Episode 2

Weeks 6&7 *Beloved* by Toni Morrison (**Book Report**)
Video: ROOTS, Episodes 3&4

PART III ABOLITION, CIVIL WAR & RECONSTRUCTION IN THE U.S.

Week 8 (1) *Afro-Latin America* by Andrews (Chapters 2&3)
(2) "Images of Africa and the Haiti Revolution in American and Brazilian Abolitionism" by Celia M. Azevedo, pp. 167-177 in *The African Diaspora* edited by Isidore Okpewho. Bloomington: Indiana University Press, 1999.
Video: ROOTS, Episode 5

Week 9 *The Souls of Black Folk* by DuBois (**Book Report**)
Video: ROOTS, Episode 6

PART IV EUROPEAN COLONIALISM & THE AFRICAN EXPERIENCE

Week 10 (1) *Things Fall Apart* by Chinua Achebe (**Book Report**)
(2) "The Making of a Racist State," pp. 1-37 in *Class and Race in the Making of Modern South Africa* by Bernard M. Magubane.

PART V THE SEARCH FOR AFRICANA IDENTITY

Week 11 (1) "The Restoration of African Identity for a New Millennium" by Elliot Skinner, pp. 28-45 in *The African Diaspora* edited by Isidore Okpewho. Bloomington: Indiana University Press, 1999.
(2) "The Essential Grounds," pp. 1-40 in *Afrocentricity: The Theory of Social Change* by Molefe Kete Asante. Chicago, IL: African American Images.
(3) "The Black Atlantic as a Counterculture to Modernity" pp. 1-40 in *The Black Atlantic: Modernity and Double Consciousness* by Paul Gilroy. Harvard University Press: Cambridge, MA. 5th Edition, 1999.
(4) *Two Thousand Seasons* by Ayi Kwei Armah (**Book Report**)

Week 12 Draft Reports of Africana Country Research Due

- Week 12
- (1) *Afro-Latin America* by Andrews (Chapters 4&5)
 - (2) “The Role of Music in the Emergence of Afro-Cuban Culture” by Antonio Benitez-Rojo (Translated by James Maraniss), pp. 197-203 in *The African Diaspora* edited by Isidore Okpewho. Bloomington: Indiana University Press, 1999.
 - (3) “Gabriela Cravo E Canela: Jorge Amado And the Myth of the Sexual Mulata in Brazilian Culture” by Eliana Guerreiro Ramos Bennett, pp. 227-233 in *The African Diaspora* edited by Isidore Okpewho. Bloomington: Indiana University Press, 1999.
 - (4) “Blackness as a Process of Creolization: The Afro-Esmeraldian Decimas (Ecuador) by Jean Rahier,” 290-314 in *The African Diaspora* edited by Isidore Okpewho. Bloomington: Indiana University Press, 1999.
 - (5) “Islam and the Black Diaspora: The Impact of Islamigration by Ali A. Mazrui, pp. 344-349 in *The African Diaspora* edited by Isidore Okpewho. Bloomington: Indiana University Press, 1999.

PART VI AFRICAN AMERICAN TIES TO CONTEMPORARY AFRICA & THE CARIBBEAN

- Week 13
- (1) “Black Americans and the Creation of America’s Africa Policies: The De-Racialization of Pan-African Politics” by Alvin Tillery, Jr., pp. 504-524 in *The African Diaspora* edited by Isidore Okpewho. Bloomington: Indiana University Press, 1999.
 - (2) *A Song Flung Up To Heaven* by Maya Angelou (**Book Report**)

Weeks 14&15 Africana Country Presentations. (Final written reports due at the day that students are scheduled to present their country projects in class).

Final Exam Schedule: Date, time, place

SPECIAL NOTE :

This syllabus and schedule are subject to change in the event of extenuating circumstances.