

General Education Course Proposal

Proposed Course: AAIS 36 Contemporary African Societies **Units** 3
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)

Analysis of the cultural and political structures of African societies; understanding the impact of colonialism in Africa; realizing the relationship of African Americans to Africa. (Formerly AFAM 36)

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] 10/20/04
 Department Chair Date

Matthew G. Andria 10/26/04
 College/School Curriculum Committee Date

Harvey Wallace 10/26/04
 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

CONTEMPORARY AFRICAN SOCIETIES – AAIS 36 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:

Analysis of the cultural and political structures of African societies; understanding the impact of colonialism in Africa; realizing the relationship of African Americans to Africa.

Common Objectives:

- Students will be introduced to the nature of the African continent—its geography, landscape, history, culture, and human diversity.
- Students will examine the socio-cultural roots of racism, sexism, prejudice and discrimination and their impact on the development of African societies.
- Students will have the opportunity to explore and evaluate the destructive legacies of European colonial expansion into Africa and reflect on the challenges that confront contemporary African societies
- Students will examine the interplay of gender, economics, corruption, power, and racial reconciliation in contemporary Africa.
- Students will critically analyze the cultural and political revolution among peoples of African descent in Africa and the African 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) AFRICAN PERSPECTIVES ON COLONIALISM by A. Adu Boahen. The John Hopkins University Press, Baltimore, MD. 1987.
- (3) THE AFRICAN EXPERIENCE: AN INTRODUCTION by Vincent Khapoya. Upper Saddle River, NJ: Prentice Hall, 1998.
- (4) GLOBAL STUDIES: AFRICA by F. Jeffress Ramsay. Sluice Dock, Guilford, CT: Dushkin/McGraw-Hill, 2003.
- (5) THINGS FALL APART by Chinua Achebe. New York: Bantam Doubleday Dell, 1959.
- (6) TWO THOUSAND SEASONS by Ayi Kwei Armah. Heinemann. 1979.
- (7) SO LONG A LETTER by Mariama Ba. Heinemann; Reprint Edition. 1989.

(8) A SONG FLUNG UP TO HEAVEN by Maya Angelou. Random House, New York, NY. 2002.

Recommended Readings:

(1) NILE VALLEY CONTRIBUTIONS TO CIVILIZATION by Anthony T. Browder. Institute of Karmic Guidance, Washington, D.C., 1992.

(2) SONG OF LAWINO, SONG OF OCOL by Okot p'Bitek. Portsmouth, NH: Heinemann, 1984.

(3) THE BURDEN OF MEMORY THE MUSE OF FORGIVENESS by Wole Soyinka. New York: Oxford University Press, 1999.

Common Student Activities:

Students in AAIS 36 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 African country, do oral report and write a report of the country

(5) Work with a group on a book project, do oral and written reports.

(6) View videos in class and write response to each video relating the content to the relevant assigned readings for the class.

(7) 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 four 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.

Country Report:

Each student will pick an African country of his/her choice 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, a country report be prepared. The project should include the following:

(1) Maps positioning the country among its neighboring states and on the continent;

(2) A historical timeline offering a convenient visual survey of key historical events;

(3) A summary of the relevant demographic and statistical information;

(4) A current essay providing important historical, political, cultural, and economic development (special attention should be paid to pre-colonial, colonial and post-colonial history and development);

(5) A minimum of four selected country-specific World Wide Web sites of current events, tourist information, and news.

(6) Highlights of conversations with at least one person with personal knowledge and growing-up experience of the African country being studied. The conversations are to explore issues of identity, culture, historical and contemporary images, differences/commonalities in perceptions of the world, assessment of social change, and “wishes” and aspirations for the future of the country. Students may select individuals from the local community or contact the country’s Embassy in the U.S. to help them identify individuals to interview.

(7) 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.

(8) An in-class oral presentation of the country’s profile at a specified date during the last two weeks of the semester.

(9) A final written report of 5-6 pages (1,000 words) in length due in class at the day that students are scheduled to present their country project.

Book Project (Oral Presentation & Written Report):

Students will be assigned into groups to review, summarize, and orally present materials from the four books required for the book project. The oral presentation and the written report should be based on the analysis, evaluation, and critique of the assigned book. Students are encouraged to extract data from all the readings, make transparencies or posters for use in the presentation, and prepare class handouts of major points of their analysis. Each student is required to attend all group meetings and participate fully in this project since each student in the group would receive the same grade. The group should submit ONE written report of 3-4 pages long, due two weeks after the oral presentation. The group project accounts for 20% of the course grade (15% for oral presentation and 5% for written report).

Video Response:

Students will view FOUR videos in class and write a 2-3 page reaction paper to each video. You are to analyze, evaluate, and critique information from each video and relate the content to the relevant assigned readings for the class.

Cultural Events:

During the course of the semester, students are required to attend two 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 2-3 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 Country Report 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.

Course Topics

- ✓ Introduction to the Africa: Stereotypes, Myths and Realities of African Societies
- ✓ Ancient Kingdoms and Contemporary African Peoples
- ✓ Africa and the European Enlightenment
- ✓ Imperial Europe and Africa
- ✓ Colonialism and the African Experience
- ✓ South Africa and Apartheid
- ✓ African Americans and Contemporary Africa
- ✓ The Contemporary African Family, Womanhood and Survival
- ✓ Modernization, Urbanization, and Globalization in Africa
- ✓ Challenges that Confront Contemporary Africa

University Policies

- ✓ University policy regarding plagiarism/cheating
- ✓ Disruptive classroom behavior
- ✓ Students with disabilities
- ✓ Final grade distribution
- ✓ Syllabus subject to change

ATTACHMENT 3

CONTEMPORARY AFRICAN SOCIETIES – AAIS 36 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

MEETINGS: MWF 11:00AM-11:50AM
OFFICE HRS: MF 1:00PM-2:45PM;
W 3:45PM-5:15PM
AND BY APPOINTMENT

“The vast arsenal of derogatory images of Africa amassed to defend the slave trade and, later, colonization, gave the world not only a literary tradition that is now, happily, defunct, but also a particular way of looking (or rather *not* looking) at Africa and Africans that endures, alas, into our own day.” Chinua Achebe...*Another Africa*, Anchor Books Doubleday, New York, NY. 1998, pp. 104.

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REQUIRED READINGS FOR BOOK REVIEW PROJECT

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University Policies:

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 includes 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.

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 an understanding of the community in which they live. Other distracting behaviors include coming in late, talking in class, answering cell phones, and reading newspapers/magazines. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

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 or call (559) 278-2811.

Final Grades:

Midterm Examination	=	10%
Final Examination	=	10%
Country Report	=	20%
Book Review Project	=	20%
Each of 4 Video Response	=	05%
Each of 2 Cultural Events	=	05%
Attendance	=	10%

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

WEEK 1	Introduction to course materials and requirements
WEEK 2	Introduction to the African Continent: Stereotypes, Myths, & Realities (1) "Defining and Studying the Modern African Diaspora" by Colin Palmer, <i>American Historical Association Newsletter</i> , Vol. 36 No. 6, Sept. 1998. (E-Reserve) (2) "The Restoration of African Identity for a New Millennium" by Elliot Skinner, pp. 28-45 in <i>The African Diaspora</i> edited by Isidore Okpewho. Bloomington: Indiana University Press, 1999 (E-Reserve)

- WEEK 3 The Continent, Its Peoples & Ancient Kingdoms
The African Experience – Chapters 1-3
Video 1 -- *The Nature of a Continent*. Response Due Date (TBA)
- WEEK 4 Book Project: Book 1 --Thousand Seasons
- WEEK 5 Book Project: Book 2 --Things Fall Apart
- WEEKS 6 Africa, European Enlightenment and Imperialism
Race and the Enlightenment by Eze
Video 2 -- *Tools of Exploitation*. Response Due Date (TBA)
- WEEK 7 Midterm Exams Due
- WEEK 7 Colonialism and the African Experience
The African Experience – Chapter 4-6
- WEEK 8 South Africa and Apartheid
The African Experience– Chapter 7
“The Making of a Racist State” in *Class and Race in the Making of Modern South Africa* by Mugubane, pp. 1-37
Video 3-- *Biography of Nelson Mandela*. Response Due Date (TBA)
- WEEKS 9-10 Africa’s Response to Colonialism
African Perspectives by Boahen
Video 4 – *Faat Kine*. Response Due Date (TBA)
- WEEK 11 Book Project: Book 3 – So Long A Letter
- WEEK 12 **Draft Reports of Country Profiles Due**
- WEEK 12 Reconnecting with Africa
“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 (E-Reserve)
- WEEK 13 Book Project: Book 4 – A Song Flung Up To Heaven
- WEEK 13 All Cultural Events Due
- WEEKS 14-15 **Oral Presentations on Country Profiles. (Final written reports due at the day that students are scheduled to present their country projects).**
- WEEK 16 Recap, preparation for final exam, & faculty consultation

Subject to Change:

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