New Course Request

Indiana University

Indianapolis Campus

Check Appropriate Boxes:  Undergraduate credit [x]  Graduate credit [ ]  Professional credit [ ]

1. School/Division  Liberal Arts  2. Academic Subject Code  AFRO

3. Course Number  A440  (must be cleared with University Enrollment Services)  4. Instructor  N. Modibo

5. Course Title  Introduction to African American and African Diaspora Studies

Recommended Abbreviation (Optional)  Introduction to AAADS  (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):  Fall 2008

7. Credit Hours: Fixed at  3.0  or Variable from  ________ to  ________

8. Is this course to be graded S-F (only)? Yes [ ] No [x]

9. Is variable title approval being requested? Yes [ ] No [x]

10. Course description (not to exceed 50 words) for Bulletin publication:  Introduction to the theory, method and content of African American and African Diaspora Studies. Examines the social, political, cultural, and economic experiences of people comprising the African Diaspora. Utilizes an interdisciplinary approach and contextual, theoretical and analytical frameworks to illustrate the interconnectedness of black people's experiences and the importance of studying AAADS as a field of scholarly inquiry.

11. Lecture Contact Hours: Fixed at  1.5  or Variable from  ________ to  ________

12. Non-Lecture Contact Hours: Fixed at  1.5  or Variable from  ________ to  ________

13. Estimated enrollment:  35  of which  0  percent are expected to be graduate students.

14. Frequency of scheduling:  Each semester  Will this course be required for majors?  Yes

15. Justification for new course:  Provide foundational course for new AAADS major

16. Are the necessary reading materials currently available in the appropriate library?  Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:  

Maurice J. Little  Date  1/13/08

Department Chairman/Division Director

Approved by:  

[Signature]  Date  1/13/09

Dean

Date  

Chancellor/Vice-President

Date  

University Enrollment Services

Dean of Graduate School (when required)

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724  University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White
A140: Introduction to African American and African Diaspora Studies (3 cr.)

Fall 2008
Indiana University-Purdue University
Indianapolis, IN
Location: T.B.A
Time: T.B.A
Days: T.B.A.

Instructor: N. Modibo
African American and African Diaspora Studies

Course Description:

The aim of this course is to introduce students to African American and African Diaspora Studies by examining the social, political, cultural, and economic experiences of people of the African Diaspora. Utilizing an interdisciplinary approach, conceptual, theoretical, and analytical frameworks are drawn on to illustrate the essential interconnectedness of black people’s experiences and the necessity of studying the African American and African Diaspora as a scholarly inquiry.

Papers are assessed for their logic, cogency, and appropriate use of sociological, economic, historical, and labor perspectives and concepts. When grading papers, comparisons are inevitable. This means that and A paper is qualitatively better than a B paper, which is better than a C paper. The difference may lie in the fact that one paper is more factually comprehensive than another, argues its case more persuasively, is better organized, contains fewer errors of grammar, spelling and punctuation, or is simply a more literate, polished piece of work.

In assessing informal oral contributions, I will listen for thoughtful, insightful remarks that occur on a regular basis. For formal oral presentations, assessment criteria include the abilities to sustain dialogue, to demonstrate mastery of the subject matter, to zero in on the main points and to display a capacity for effective synthesis and analysis.

The pedagogy of this course requires the active involvement of all students. Classes will be offered in a lecture format, however students are expected to read the materials prior to each class attendance. You should attend all classes. If you must be absent then you are responsible for catching up from your classmates. Late submissions will not be accepted, only dire emergencies (with accompanying proof) can provide an exemption from this course policy.
obligation to provide reasonable accommodation to the known physical or mental limitations of qualified individuals with disabilities.

Required Texts:


Readings identified by an asterisk (*) are included in a reader and can be purchased at the bookstore.

Assigned Readings/Activities

Week One: The Diaspora as a Concept

Class One:

- Introductions and expectations
- Concepts and terminology


Class Two:


Week Two:

Class One:

Class Two:


Week Three: Europe's Dark Continent *

Class One:

Pieterse, Jan. N. "Imagery of Eurocentrism." In Jan N. Pieterse’s White on Black: Images of Africa and Blacks in Western Popular Culture.

Class Two:

Pieterse, Jan. N. "Imagery of Eurocentrism." In Jan N. Pieterse’s White on Black: Images of Africa and Blacks in Western Popular Culture.

Week Four: Africa's role in World Trade

Class One:


Class Two: Paper to be assigned


Week Five:

Class One:


Class Two:

Week Six:

Class One:


Class Two:

Fanon, Frantz. “The So-Called Dependency Complex of Colonized Peoples.” In F. Fanon’s Black Skin, White Mask.

Week Seven:

Class One:


Class Two:


Week Eight:

Class One:


Class Two:

Week Nine: The Diasporic Experience

Class One:


Class Two:

Uya, Okon E. “The Middle Passage and Personality Change Among Diaspora Africans.” In Joseph Harris’ (ed.) Global Dimensions of the African Diaspora.

Week Ten:

Class One:


Class Two:


Week Eleven:

Class One:


Class Two:

Week Twelve:

Class One:


Class Two:


Week Thirteen:

Class One:


Class Two:


Week Fourteen:

Class One:


Class Two:

Week Fifteen: Final Essay to be assigned

Class One:

Drake, St. Clair "Diaspora Studies and Pan-Africanism." In Joseph Harris’ (ed.)
Global Dimensions of the African Diaspora.

Class Two:

Review of the term
Student Evaluations