New Course Request

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

3. Course Number: A306 (must be cleared with University Enrollment Services)

4. Instructor: N. Modibo

5. Course Title: Globalization, Struggle and Empowerment in the African Diaspora

       Recommended Abbreviation (Optional): The African Diaspora - Global Perspectives

       (Limited to 12 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 ___

9. Is variable title approval being requested? Yes ___ No ___

10. Course description (not to exceed 50 words) for Bulletin publication: Examines the social, cultural, political, social, and intellectual approaches to the transnational experiences of African diaspora populations. Utilizes interdisciplinary tools and perspectives to understand the impact of colonialism, imperialism, globalization on African populations of the United States, Canada, Great Britain, and selected Western European nations during the modern era.

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 ______ percent are expected to be graduate students.

14. Frequency of scheduling: Fall, Spring, Summer.

15. Justification for new course: Foster critical consciousness about global relations and the role of Africa in these relations.

16. Are the necessary reading materials currently available in the appropriate library? Yes ___ No ___

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:

[Signature]
Department Chairman/Division Director
Date: 1/3/09

Approved by:

[Signature]
Dean
Date: 3/3/09

Dean of Graduate School (when required)
Date

Chancellor/Vice-President
Date

University Enrollment Services
Date

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

Section: TBA

Spring 2008
Tuesdays & Thursdays
Location: TBA
Time: TBA

Instructor:
Professor Najja N. Modibo
Department of Sociology/African American and African Diaspora Studies
IUPUI
425 University Ave
CA # 303A
Indianapolis, IN
Phone #317-274-7998
Email: nmodibo@iupui.edu

Course Description:

The aim of this course is to examine the comparative experiences of African/Black diasporic populations from four societies. Using an interdisciplinary lens, our aim is to provide an understanding of the impact that colonization, racialized-sexist imperialism, and globalization has had on the respective African populations of the United States, Germany, Canada, and Great Britain during the 19th, 20th and 21st centuries. A study of the diasporic experience also enables us to move beyond the restrictions that the nation-state has imposed on our thinking and thereby uncover the shared cultural, political, social and intellectual responses to the transoceanic experience of African/Black people.

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 an 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. 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.

Course Objectives

To enable and encourage students to center themselves within the experience(s) of African/Black Diaspora (that is, to place the experiences of African/Black people at the center of analysis).

To enable students to understand the continuing impact of multiple forms of oppression, resistance, as well as the relations of the different diasporic regions to each other during the nineteenth, twentieth, and twenty-first centuries.

Course Requirements and Grading

The following is the grade scale I will use:

A+ 98, A 93, A- 90, B+ 88, B 83, B- 80, C+ 78, C 73, C- 70, D+ 68, D 63, D- 60.

Your performance in this course will be guided by the following standard criteria for a total of 600 points.

<table>
<thead>
<tr>
<th>Class attendance</th>
<th>200 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>200 points</td>
</tr>
<tr>
<td>First Essay Assignment</td>
<td>200 points</td>
</tr>
<tr>
<td>Final Essay Assignment</td>
<td>200 points</td>
</tr>
</tbody>
</table>

When writing assignments are given, they are due the following week. All papers must be sent via On-Course, titles, numbered pages, and the name of the person that is submitting the assignment must also be placed on each assignment. Student must have access to Microsoft Word.

Plagiarism will not be tolerated. If you are unsure about the university’s policy on plagiarism go to the following web site:

Htm1 [http://www.education.indiana/frick/plagiarism/item1](http://www.education.indiana/frick/plagiarism/item1)
Policy Regarding People with Disabilities

Indiana University-Purdue University Indianapolis is committed to the spirit and letter of the 1990 Americans with Disabilities Act (ADA) and Sections 503 and 504 of the Rehabilitation Act of 1973. These laws provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities. Together, they require equal treatment of persons with disabilities in employment, public services and transportation, public accommodations, and telecommunications services, and include an obligation to provide reasonable accommodation to the known physical or mental limitations of qualified individuals with disabilities.

Viewing Essay Comments:

Retrieving and Reading Comments

Review tracked changes and comments in Microsoft Word:

If markup is not already displayed in your document, click Markup on the View menu.

(Markup: Comments and tracked changes such as insertions, deletions, and formatting changes. View markup when you want to process tracked changes and comments. Print a document with markup to keep a record of changes made to a document.)

Note:

Clicking Markup on the View menu will display or hide all markups in the document. When you display all markup, all types of markup will be selected on the Show menu.

Review each item in sequence:

On the Reviewing toolbar (toolbar: A bar with buttons and options that you use to carry out commands. To display a toolbar, Press ALT and then SHIFT+F10.), click Next or Previous

If you are still having problems not being able to review/retrieve the comments, please send an email.

Office Hours
T.B.A

Appointments can also be made by calling the office at IUPUI, (317) 274-7998

Required Texts:

A reader will be made available for purchase at the IUPUI bookstore.

**Assigned Readings/Activities**

**Week One: The Diaspora as a Concept**

**Class One:**

- Introductions and expectations
- Concepts and terminology


**Class Two: Thursday**


**Week Two:**

**Class One: Tuesday**


**Class Two: Thursday**


*Martin Luther King Holiday (21st January)*
Week Three: The Canadian Perspective

Class One:

Winks, R. "Slavery, the Loyalists, and English Canada, 1760-1801." In R. Winks’ The History of Blacks in Canada,

Class Two:

Gallant, S.N. “Perspectives on the Motives for Migration of African Americans to and From Ontario, Canada: From the Abolition of Slavery in Canada to the Abolition of Slavery in the U.S.” Journal of Negro History, Vol. 86. No. 3 (Summer, 2001).

Week Four:

Class One:


Class Two:


Week Five: Paper to be assigned

Class One:


Class Two:

Week Six: The German Perspective

Class One:


Class Two:


Week Seven:

Class One:


Class Two:


Week Eight:

Class One:


Class Two:

Week Nine: Great Britain Perspective

Class One:


Class Two:


Spring Break (no classes)

Week Ten:

Class One: Tuesday


Class Two: Thursday

Lawrence, E. “In the abundance of water the fool is thirsty: sociology and black ‘pathology.’” *In Centre for Contemporary Cultural Studies*, London: Hutchinson & Co, 1982.

Week Eleven:

Class One: Tuesday


Class Two: Thursday

Week Twelve: The United States Perspective

Class One: Tuesday


Class Two: Thursday


Week Thirteen:

Class One: Tuesday


Class Two: Thursday


Week Fourteen:

Class One: Tuesday

Week Fourteen:

Class Two: Thursday


Week Fifteen: Final Essay to be assigned

Class One: Tuesday


Class Two: Thursday

Review of the term and Student Evaluations