New Course Request

Indiana University

Indianapolis Campus

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

1. School/Division Liberal Arts
2. Academic Subject Code AFRO
3. Course Number A152 (must be cleared with University Enrollment Services)
4. Instructor Omosegun/AFRO.STAFF
5. Course Title Introduction to African Studies

Recommended Abbreviation (Optional) ________________________________

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2009

7. Credit Hours: Fixed at 3 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:
    This course provides students with an interdisciplinary, introductory perspective on African continuities and changes.
    The course will focus on contemporary African societies while considering the lessons learned through the vestiges of
    slavery, colonization, apartheid, and liberaion struggles on the continent.

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

12. Non-Lecture Contact Hours: Fixed at ___________ or Variable from __________ to __________

13. Estimated enrollment: _______ of which ______ percent are expected to be graduate students.

14. Frequency of scheduling: 1x/yr. Will this course be required for majors? ______

15. Justification for new course: Course will be required for students acquiring a Certificate in African Studies

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:

Marie H. Little
Department Chairman/Division Director

Date 3/23/09

Approved by:

Winfred E. Long
Dean

Date 5/4/09

Dean of Graduate School (when required)

Chancellor/Vice-President

University Enrollment Services

Date

Date

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 Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White
Note:
This course has been designed to meet the needs of the department and fit the expertise of existing faculty in Africana Studies. Actual faculty teaching the course during a particular session/semester will be decided by the Director of Africana Studies. Faculty will be given the flexibility with which to enhance the course content through emphasis related to their specific disciplines.

The following Africana Studies faculty have been identified by the Director as instructors who will be able to teach this course:

Oladele Omosegbbon
Rank: Instructor
Specialization: Economics/African American and African Diaspora Studies
Nature of appointment: Part-time
Highest degree earned: Ph.D.

Bessie House-Soremekun
Rank: Professor
Specialization: Political Science and Public Scholar in AAADS, Civic Engagement and Entrepreneurship
Nature of appointment: Regular, half-time
Highest degree earned: Ph.D.

C. Didier Gondola
Rank: Associate Professor
Specialization: African history
Nature of appointment: Adjunct
Highest degree earned: Ph.D.
AFRO A152
Introduction to African Studies

Fall 2009

Instructor: Africana Studies Faculty
Time:
Room: CA

Office: Phone: 274-
Email: @iupui.edu
Office Hours:

Course Description
This is an interdisciplinary introductory perspective on African continuities and changes. Nowadays, we hear African leaders speak about and institute programs directed at integration, globalization, the promotion of unity and solidarity, Human and People’s Rights, regional economic communities, solutions to conflicts, democracy and good governance, women in development, Millennium Development Goals, MDGs and New Partnership for Africa’s Development (NEPAD). At the same time, we are reminded that lessons are to be drawn from Africa’s erstwhile preoccupation with the vestiges of slavery, colonization, apartheid, and liberation struggles on the continent. This course provides students with the understanding of these issues as a necessary condition for understanding contemporary African societies.

Course Goals
The following course goals subscribe to IUPUI’s Principles of Undergraduate Learning (PUL).1

- Core Communication and Quantitative Skills
  This is one of the most interdisciplinary courses in our curriculum, and as such, no one text can adequately cover all the core areas. In addition to the required texts, students are required to seek information and course materials from a variety of sources, including the heavy usage and visit to the online resources of the African Union and the United Nations Economic Commission for Africa, UNECA. Collecting information, summarizing and presenting vast amount of data aggregating about fifty-three different countries and their multilateral relationships are a key part of this course. Students will demonstrate these skills in tested examinations and group paper assessments as well as oral discussions and responses throughout the course.

1For more information, see http://www.iupui.edu/academic/undergrad_principles.html

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• Critical Thinking
This is an introductory course on Africa. Exposing beginning students to the complex idea of African data in its macro usage is a big lesson in critical thinking. Students will be able to grasp and rationalize the meaning of African Economic Community, African Central Bank and Currency, African literacy rate, African Union Commission, African Assembly of the Union and the like. In addition, and based on the multiplicity of resources and varying contents, students will be able evaluate the validity and logic of the data they face.

• Integration and Application of Knowledge
When students learn about the geography of Africa, the economy of Africa, African politics, literary education in Africa, women in the development of Africa and the strong move toward the integration of Africa, among other topics, in one course, they are well on their way to hit the ground running in global liberal education and competencies regarding broad relationships among African peoples and societies. This will be a refreshing encounter in a general education system that has not always, in the past, exposed its students to the diversity of the global society, especially on the continent of Africa. There is a great potential for self-fulfillment for students who register for the course and are exposed to the immense resource base about Africa within such a short period of time. This will contribute to enlightenment and good citizenship.

• Intellectual Depth, Breadth and Adaptiveness
At the very least, the following traditional disciplines converge in this course: political science, history, sociology, anthropology, economics, literature and languages. We believe this will challenge students who are ordinarily admitted to major in one of these courses. They are called upon to use multiplicity of methods and concepts across the disciplines, some of which they are encountering for the first time in their college education. At the same time, to be successful in the course, they must demonstrate their ability to modify and adjust all the methods toward interpreting the events and relationships in the world in which they live, and in which others live.

• Understanding Society and Culture
No doubt, students are going to experience the awe in Africa’s stupendous resource base and the existence of material poverty of unimaginable magnitude at the same time. Students will marvel at the realization that, indeed, Africa is the original home of all humanity, the seat of some of the inscrutable wonders of nature and the unending saga of fits and starts; one step forward two steps backward on the continent in the past millennium. Still students are likely to leave the course, not confused, but be imbued with the inexorable conclusion of how interconnected their world is to the world of the Africans and African descendants.

• Values and Ethics
Above all, students will realize the potential they command in taking their lives into their own hands. This potential arises from their exposure to primary and secondary resources in the course topics and students’ ability to make informed decisions regarding conflicting and conflating stories and interpretations about the continent. The sobering weight of the toiling they go through in the course and the attendant education they
receive in return will no doubt be a veritable beginning to self assessment, comparative studies, evaluation and critical thought about the need to be open to new ideas and the need to be ready to learn a new thing in every hour of their lives.

Required Texts and Resources (Other resources, listed under course calendar below will be placed in Oncourse)

http://www.uneca.org/

Films (excerpts of any of the following films will be shown in class as time permits)

*Africa* (Basil Davidson, 1984)
*The Africans* (Ali Mazrui, 1985)
*Africa* (A PBS Series, 2000)

Course Requirements

Two Quizzes @ 5% each: 10%
Midterm exam: 25%
Group Research paper/presentation: 25%.
Final exam 25%
Attendance and participation: 15%

Notes on the group research paper

The idea behind this assignment is to create a synergy among a group of students (preferably three students) expected to work in a collaborative way to produce a well researched and skillfully crafted paper. The contribution of each student should be clearly mentioned on the first page of the paper. The paper should be 9-10 pages double-spaced, typewritten. Topics will be posted on Oncourse shortly after the beginning of the semester. Papers should be submitted in both electronic (via Oncourse) and paper form with the Paper Composition Checklist (available on Oncourse) as the cover sheet. All papers should be turned in stapled and with page numbers. Papers that are turned in unstapled and missing page numbers will incur a grade cut.

Nota Bene: There are no make-ups in this class and assignments must be turned in on the day they are due. Any late assignment will not be graded. This policy will be strictly enforced.
Attendance Policy
Students are required to attend class on a regular basis. They should come to class on
time and keep any scheduled assignment. My attendance policy is clear and will be
strictly enforced. Because emergencies occur in everybody’s life you’re allowed to miss
class twice during the semester without providing any justification. Please do not call or
e-mail to inform me of your first and second absence. Missing class five times after
exhausting your two allowances will cost you an F for class participation. Missing class
ten times (a total of five weeks) will be an automatic F for the class. If for extraordinary
reasons you anticipate being unable to meet a deadline, I strongly suggest that you make
an appointment with me beforehand (not after the fact) to discuss your particular
situation. An assignment turned in after the due date will not be graded.

Grading

Here is the grading chart for the course, consistent with the grading policy of IUPUI:

<table>
<thead>
<tr>
<th>Letters</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>89-92</td>
</tr>
<tr>
<td>B+</td>
<td>85-88</td>
</tr>
<tr>
<td>B</td>
<td>81-84</td>
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<tr>
<td>B-</td>
<td>77-80</td>
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<tr>
<td>C+</td>
<td>73-76</td>
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<tr>
<td>C</td>
<td>69-72</td>
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<td>C-</td>
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<td>D+</td>
<td>61-64</td>
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<tr>
<td>D</td>
<td>57-60</td>
</tr>
<tr>
<td>D-</td>
<td>53-56</td>
</tr>
</tbody>
</table>

Paper Grading Policy
We believe that a grade is less a reward for or a penalty against the student’s intelligence
than a reflection of the student’s proficiency to write clearly and persuasively a given
topic. Nonetheless, organization and pertinence of ideas, as well as grammar and clarity,
are among some the chief criteria use in grading in this course. With this in the following
rubric is given as a guide:

A or A- means that the paper is written with grace and clarity. The student has
demonstrated mastery in writing clearly and organizing ideas methodically on a given
topic. Ideas are not randomly thrown here and there but are complementary and cohesive
elements of a well-organized thought.

B+, B or B- is above average. Ideas flow well. Grammatical errors are minimal.

C+ or C is for an average paper that complies with the topic assigned or chosen. The
student has executed satisfactorily just what is required. Grammar is fair and content is
intelligible.

C- is for a paper written with a level of grammatical errors that sometimes hinders the
comprehension. Ideas exist but are arranged without a clear logic. Some of them are
obscure and unintelligible. Sentences are confusing...
D+ and below is for a paper quickly and poorly written, with incomplete sentences, and often off-subject. This grade signifies an unacceptable performance in writing a specific assignment. Usually the content can hardly be understood because of lack of clarity and organization.

**Academic Misconduct**

pla.gia.rize vb –rized; -rizing vt [plagiary] (1716)
: to steal and pass off (the ideas or words of another) as one’s own
: use (a created production) without crediting the source ~ vi : to commit literary theft: present as new and original an idea or product derived from an existing source — pla.gia.riz.er n


We’ve entered an age where the amount of information generated and the technology available to retrieve it have made it easier for anybody to take verbatim words and ideas belonging to somebody else, without the author’s permission, without reference to the authorship, and by passing them as his or her own. This is unacceptable, especially in the academic environment where copyright laws are supposed to be known and respected by all. Please always abide by the following rules:

Never use an idea that you have borrowed, without referring to the source.
Figures, when not your own, should always be referenced.
There is nothing wrong in inserting quotes in your work, but always give the source (author, work, date and place of publication, publisher and page number)

While it’s hard for some of us to assimilate that words and ideas are also property and as such are subject to copyright laws, we should always remember the Golden Rule. (Also refer to the Student Code of Conduct available at http://life.iupui.edu/help/docs/Part_3all.html).

IUPUI has also a unique agreement with “Turnitin.com” that allows faculty to run electronic papers submitted by students through this document search utility. We have a zero-tolerance policy for plagiarism and will (1) give a score of “0” to any plagiarized assignment and (2) report the student to the Dean of Student Affairs

**Civility Statement**

The classroom is a learning community in which we all need to collaborate in order to meet our goals. We can only create a positive learning environment through positive speech and positive behavior. Rude, sarcastic, obscene, disrespectful, insensitive speech and behavior will negatively impact the classroom learning community and impede the process of learning. Positive speech and behavior create and nurture a safe learning environment where the instructor and the students respect one another and freely share knowledge. All students enrolled in this course have a responsibility to create and maintain a safe and positive environment conducive to learning and intellectual growth.
A learning-friendly and safe environment is one that is free of distractions, engages and nurtures all participants in the learning process, does not inhibit, frustrate, demean or dehumanize any individual or group. Students who use rude and inflammatory language, who distract other students, who engage in inappropriate behavior, and thus obstruct the learning process, will be asked to leave as a first preventive step.

Students With Disabilities
The office of Adaptive Educational Services (AES) helps students with disabilities receive appropriate accommodations from the university and their professors. Students need to register with the AES office in order to officially receive such services.
Course Calendar

*TENTATIVE AND SUBJECT TO CHANGE*

Wk 1  Introduction
Readings:
Keim: Changing Our Mind About Africa

Wk 2  Understanding Africa: Theoretical Foundations
Readings:
Samir Amin: Accumulation and Development: a theoretical model Review of African Political Economy, v 1 # 11974, 9-26
http://www.jstor.org/stable/423174

Wk 3  Africa, the Birthplace of Mankind
Readings:
Cheikh Anta Diop Civilization Or Barbarism, (Chicago, Lawrence Hill Books, 1991)
http://africanhistory.about.com/library/weekly/aa052501a.htm

Wk 4  The Geography of Africa
Readings:
Paul Collier, Africa: Geography and Growth
QUIZ #1

Wk 5  The Political Structure of Africa
Readings:
http://www.mapsofworld.com/africa-political-map.htm
Mahmood Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism (1996) Selections
Frantz Fanon, The Wretched of the Earth (1961) Selections
http://www.mapsofworld.com/africa-political-map.htm
wk 6  the african economy
readings:
  steve kayizzi-mugerwa (1999) ed, the african economy: policy
  institutions and the future, routledge studies in development economics
  martin & o'meara: chapter 20
  video: the curse of congo: a story of wealth and ruin

wk 7  review and midterm

wk 8  the african union i: the organs
readings:

wk 9  the african union ii: regional economic communities
readings:
  http://www.uneca.org/

wk 10 topics: women and the development of africa
readings:
  martin & o'meara: chapter 16
  quiz #2

wk 11 topics: religion in africa
readings:
  martin & o'meara: chapter 5

wk 12 topics: african literary education
readings:
  africa review of books: volume 3, 2, 2007. council for the development
  of social science research in africa.
  alain ricard, "africa and writing" (2004)
  bernth lindfors, "politics, culture, and literary form" (1979)

wk 13 topics: health and welfare in africa
readings:
  hill, a.g. population, health and nutrition in the sahel: issues in the
  welfare of selected west african communities (london, routledge and
  kegan paul, 1985)

wk 14 africa: globalization and the environment
readings:
  o'brien, k.l and leichenko, r.m. double exposure: assessing the
  impacts of climate change within the context of economic globalization
  global environmental change 10 (2000) 221-232
  www.elservier.com/locate/gloenvcha
Writing Tips:

"Have something to say, and say it as clearly as you can. That is the only secret of style" (Matthew Arnold).

"The great enemy of clear language is insincerity" (George Orwell).

When writing a paper, do not make unsupported assertions. Try to present the most convincing case for your argument. Think carefully and thoroughly about the evidence you will use to support your position. Always anticipate opposing opinions of your position and opposing arguments. Try to anticipate or address opposing views as you present your own position. This will demonstrate that you are aware of alternative viewpoints and that you are capable of proposing and defending a thesis.

Your submitted paper should not be a first-draft presentation and organization of your thoughts. Give yourself ample time to read the assigned materials and to consult appropriate sources before making final decisions about your thesis statement and the supporting evidence, which will provide structure for your argument and conclusion. For example, you might begin writing your final paper by making very strong statements about a point you aim at defending. However, in consulting the works of scholars in the field, you may see the need to modify your original thesis, or you may be compelled to abandon it altogether. This is to be expected in scholarly research and writing. You should not feel reluctant to change your argument if your reasons for changing it are more convincing than your original reasons for posing it.

Please take advantage of all the resources available to you when planning to write your paper. Never hesitate to ask reference librarians for help in trying to locate scholarly sources. Never hesitate to ask me for extra help in thinking through your ideas for the paper. Discussing a topic before researching and writing can help you think of new ideas and new approaches and sources. It can also save time. Remember, Africa is a vast and diverse continent: it will take a lot of preparation and critical analysis for you to make a convincing position on some of the hot button issues about Africa and Africans.

Always use page numbering and a 12 inch-font. Do not hesitate to use footnotes if you think they might clarify your demonstration. A bibliography should always figure at the end of your paper. Double-spacing is a requirement. Please, staple your paper; do not join pages with a paper clip.

Last but not least, always proofread your paper before you hand it in to be graded. Not only does proofread help rid your paper of any grammatical errors and typos that can make its content less comprehensible and appealing, but it also helps to consider re-wording a sentence or improving an existing idea. Proofreading can make a difference in your grade.