



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE November 9, 2009

1. ACADEMIC UNIT: African and African American Studies

2. COURSE PROPOSED: AFS 200 Intro to African and African Diaspora Studies 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Amanda Smith Phone: 5-9862

Mail Code: 4902 E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [ ] Yes; Please identify courses:

Is this multisection course?: [X] No [ ] Yes; Is it governed by a common syllabus?

Stanlie James
Chair/Director (Print or Type)

Stanlie M. James
Chair/Director (Signature)

Date: Nov. 10, 2009

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus: Course Descriptions
		<b>2.</b> Course must be <b>one or more</b> of following types (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	Syllabus: Required Readings and Reading/Topic Schedule.
<input type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> Contemporary non-English language courses that have a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. <b>Most, i.e., more than half, of the material must be devoted to non-U.S.</b>	

Course Prefix	Number	Title	Designation
AFS	200	Introduction to African and African Diaspora Studies	

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	The course is generally an introduction to African and African Diaspora Studies. More specifically, it is an interrogation of the salience of race in these fields of studies, as well as opportunity to assess the African Diaspora's historical and contemporary influence on international relations, transnational relations, foreign policy, diplomacy, repatriation, and the development in Africa and its Diaspora.	Syllabus: Course Description
In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Examples of this criteria can be found in various readings and films assigned throughout the semester. Specifically, September 8, 10, 17, October 27, October 29, November 10 and December 8.	Syllabus: Required Readings and Reading/Topic Schedule. Examples of readings provided.

## AFS 200 Course Syllabus--Fall 2009

Department: African and African American Studies (AAAS)

Course: Introduction to African and African Diaspora Studies 200 (AFS 200)

Instructor: Dr. Lisa Aubrey

Office Locations: 266 Wilson Hall and TBA Coor Hall

Office Hours: 1:30p-2:30pm TTh and by appointment

Email: [lisa\\_aubrey@hotmail.com](mailto:lisa_aubrey@hotmail.com)

### COURSE SYLLABUS

INTRODUCTION TO AFRICAN AND AFRICAN DIASPORA STUDIES 200

12:00pm-1:15pm TTH

COWDN215

COURSE DESCRIPTION AND OBJECTIVES: This course is generally an introduction to African and African Diaspora Studies. More specifically, it is an interrogation of the salience of race in these fields of studies, as well as opportunity to assess the African Diaspora's historical and contemporary influence on international relations, transnational relations, foreign policy, diplomacy, repatriation, and development in Africa and its Diaspora. This course also queries the issue of identity among Diasporans (old and new), while providing a backdrop against which the frequently posed question in the run-up to the 2008 US Presidential election "Is Obama Black enough?" can be posed. Also, the more long-standing question "Is Pan Africanism still relevant?" as an ideology and a movement, is a question which will also be broached throughout the semester. The main objective of this course is to introduce and expose students to pertinent concepts, theories, perspectives, and debates in African and African Diaspora Studies.

COURSE FORMAT: This course is a reading intensive course. You must read in order to participate effectively. The teaching and learning methodology of this course is based mostly on interactive discussions, films, guest lectures, and student presentations. Guest lectures by AAAS core and affiliated faculty will feature prominently in the class. Class participation figures into your final grade for the course.

ASSIGNMENTS AND GRADING: You will have 3 map/data collection exercises and five 3-page double-spaced 12-point font thinkpieces due on readings. Your 5 thinkpieces will account for 50% of your final grade (10% each). Your map/data collection exercises will account for 30 (likewise, 10% each), and class attendance and participation 20%. Together, they total a possible 100%. Students will be asked to make presentations on readings, and write in-class reaction papers. There will be no final in-class exam, only a final paper which is counted among the ones mentioned above.

For each day your assignment is late you will earn an automatic one-letter grade reduction. Do not send your assignments to class by a mate or by email, unless I have indicated to do so.

PLAGIARISM: The use of someone else's words or ideas (verbatim or paraphrased) without giving that person due credit is not acceptable academic behavior. It constitutes plagiarism and will earn you automatic ejection from this course and consequences deemed appropriate by the university.

EMAIL AND CELL PHONES: Matters of pertinence relevant to the course are welcome by email and will be addressed within a reasonable time frame. I do not constantly sit on the net, or repeat class discussions over email in case of your absence. You are responsible for making up your own work. PLEASE ENTER COURSE NUMBER IN THE SUBJECT LINE OF YOUR EMAIL. Please turn on cell phones off during class. Texting during class can be a cause of failure.

REQUIRED READINGS—BOOKS:

1. Charles Mills, *The Racial Contract* (Ithaca: Cornell University Press 1997);
2. Michael Gomez, *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (Chapel Hill: University of North Carolina Press, 1998);
3. Ronald Walters, *Pan Africanism in the African Diaspora: An Analysis of Modern Afrocentric Political Movements* (Detroit: Wayne State University Press 1993).

All books have been ordered through STUDENT BOOK CENTER—ONLY, located at 704 S.College Avenue.  
REQUIRED READINGS —ARTICLES: All are on blackboard. Some have web links.

READING SCHEDULE:

August 25—Introduction to Course: Conceptual and Theoretical Background to Course; Two Map and Data Collection Assignments

August 27—Introduction to Course: Conceptual and Theoretical Background to Course

September 1—Film, *Prince Among Slaves*; Film and Map and Data Collection Assignments (DUE)

September 3—Discussion of Film and of Map and Data Collection Assignments

September 8—Vincent Khapoya, *The African Experience: An Introduction*, (Englewood Cliffs, New Jersey: Prentice Hall, 1994): Chapter 1, "Africa: The Continent and Its People," 1-24.

September 10— Films, Basil Davidson, Scenes from "Different But Equal" and "The Bible and the Gun"

September 15—Pearl Robinson, "The Politics of Knowledge: Area Studies in Search of Africa," 1-41 in David Szanton, *The Politics of Knowledge: Area Studies and the Disciplines* (University of California Press/University of California International and Digital Collection, Edited Volume No. 3/2003).

September 17—Lisa Aubrey, "African Americans in the United States and African Studies," in *African Issues: Identifying New Directions for African Studies*, Vol. 30, No. 2 (2002): 19-23; Alfred Zack-Williams, *Development and Diaspora: Separate Concerns?* *Review of African Political Economy*, Vol. 22, No. 65 (1995): 349-358.

September 22—Film, John Hendricke Clarke, "A Great and Mighty Walk"

September 24— Film, John Hendricke Clarke, "A Great and Mighty Walk" continued

September 25 BY MIDNITE—FIRST THINKPIECE DUE IN COURSE DIGITAL DROPBOX VIA BLACKBOARD

September 29—Charles Mills, *The Racial Contract* (Ithaca: Cornell University Press 1997). Parts 1 and 2.

October 1—Charles Mills, *The Racial Contract* (Ithaca: Cornell University Press 1997). Part 3.

October 6— Films: Debbie Allen, "Ship of Slaves," Basil Davidson, "This Magnificent African Cake"

October 8—Film, "The Power of an Illusion"

October 9 BY MIDNITE—SECOND THINKPIECE DUE IN COURSE DIGITAL DROPBOX VIA BLACKBOARD

October 13--Guest Lectures. Reaction Paper due at end of class.

October 15—Guest Lectures. Reaction Paper due at end of class.

October 20—R. Persaud and R. Walker, "Apertura: Race in International Relations," *Alternatives* 26 (2001): 373-376; Siba Grovogui, "Come to Africa : A Hermeneutics of Race in International Theory," *Alternatives* 26 (2001), 425-448.

October 22—Lisa Aubrey, Abdullahi Gallab, and Desi Usman, "Interrogating the African American Identity: How and Where do New African Diasporans Fit in the State of Arizona—A Call for Further Study;" David Hinds, "The Caribbean Community in Arizona: A Preliminary Profile,"

[http://www.asu.edu/vppa/asuforaz/downloads/022808\\_SBAZ\\_SuppEssays\\_Comp4.pdf](http://www.asu.edu/vppa/asuforaz/downloads/022808_SBAZ_SuppEssays_Comp4.pdf)

Guest Appearances. Reaction Paper due at end of class.

October 27—Joseph Harris (ed.), *Global Dimensions of the African Diaspora* (Washington, D.C.: Howard University Press, 1993): Chapter 2, George Shepperson, "African Diaspora: Concept and Context," 41-49; and Introduction, 3-6; Robin Cohen, *Global Diasporas: An Introduction* (London: UCL Press Limited 1997): Introduction, Chapter 1, "Classical Notions of Diaspora: Transcending the Jewish Tradition," 1-4 (Stop at "Babylon" as the site of creativity).

October 29--Robin Cohen, Chapter 2, "Victims Diasporas: Africans and Armenians," 31-42, Chapter 8, "Conclusion: Diasporas, their Types and their Futures," 177-196. (All endnotes are on pages 197-208).

November 3— Gabriel Sheffer, *Diaspora Politics: At Home Abroad* (Cambridge: Cambridge University Press 2003): Preface and Acknowledgments, ix-xiii, Introduction, 1-31; Film: Ali Mazrui, "Global Africa"

November 5—Gabriel Sheffer, Chapter 3, "A Collective Portrait of Contemporary Diasporas," 73-83, Chapter 10, "Diasporas at Home Abroad," 246-258.

November 10—CHOOSE ONE CHAPTER TO READ FROM THE FOLLOWING: Michael Conniff and Thomas Davis, *Africans in the Americas: A History of the Black Diaspora* (New York: St. Martin's Press 1994) Chapter 4, "Africans in the Caribbean," 71-88, and Chapter 5, "Africans in Brazil," 89-106, Chapter 6, "Africans in Mainland Spanish America," 107-121; Chapter 7, "Africans in the Thirteen British Colonies."122-154; Map/Data Collection Project of Countries with African Diaspora Populations Assignment.

November 12---Map/Data Collection Project of Countries with African Diaspora Populations DUE AND THIRD THINKPIECE DUE IN COURSE DIGITAL DROPBOX VIA BLACKBOARD BY MIDNITE

November 17—Student group presentations on Michael Gomez, *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (Chapel Hill: University of North Carolina Press, 1998). Students will form groups and select chapters on which to make presentations. Students should read entire book. I will present on Chapters 1 and 10.

November 19—Gomez, continued.

November 22 BY MIDNITE—FOURTH THINKPIECE DUE IN COURSE DIGITAL DROPBOX VIA BLACKBOARD

November 24—Guest Lectures. Reaction Paper due at end of class.

December 1---Guest Lectures. Reaction Paper due at end of class.

December 3---Guest Lectures. Reaction Paper due at end of class.

December 8---Ronald Walters, *Pan Africanism in the African Diaspora: An Analysis of Modern Afrocentric Political Movements* (Detroit: Wayne State University Press 1993) Chapter to be announced. FIFTH/FINAL THINKPIECE DUE IN CLASS.



### **Pointers for your Thinkpieces**

- 1) Read/watch all of the assigned books/articles/films.
- 2) For your benefit, summarize and synthesize the information provided, including lectures/discussions/films. To do this, ask yourself
  - a) What is/are the author(s) saying? What are the themes that emanate from the readings etc? Do the authors share the same perspective? Do their arguments differ? If so, in what ways? Do their arguments make sense? How are their arguments linked to the course description and objectives?
  - b) Develop your original argument based on knowledge that you have gained from the books/articles/films/discussions. What do you think about the arguments and conclusions that emanate from these, and why? Armed with information, construct an informed argument, which reflects the critical attention you have given to the assignment.
  - c) DO NOT TURN IN SUMMARIES OR REVIEWS. We have all read/watched/heard the same information. DO NOT DO EXTENSIVE RESEARCH. FOCUS ON THE SHARED READINGS/WORKS ASSIGNED IN CLASS.
  - d) Do not use someone else's words or thoughts (verbatim or paraphrased) without citations as this constitutes plagiarism and carries heavy penalties.
- 3) Engage the AAAS, political, or political science-related concepts/terms/theories that we have discussed thus far, and that are relevant to the topic. Make relevant linkages.
- 4) Do not exceed the page limit. Do not turn in a reference sheet unless you must use additional sources.
- 5) Refrain from using "I" "my" "myself" etc. This is not a personal narrative.

### **Map and Data Collection Assignments**

- I. Individually, you are to use an outline map of the continent of Africa and identify, by writing in, countries, capitals, and major bodies of water. You are then to choose 4 African countries and collect the following data for each. Present in chart form:
  - a) former colonial power
  - b) year of independence
  - c) name of head of state (president/prime minister)
  - d) years of tenure of head of state
  - e) GNP/GDP
  - f) PCI

- g) amount of external debt
- h) population size
- i) number of racial groups
- j) number of ethnic groups
- k) number of migrants (including refugees) who leave the country
- l) countries to which they immigrate

You may add additional variables that you deem relevant on which to collect data. Adding variables is **not** a requirement.

Please draft a one-page observation of what the data tells you, and turn this in with your map and data chart. Add a reference sheet to indicate your sources of information.

*the*  
RACIAL  
*contract*

*charles w. MILLS*

This book is dedicated to the blacks, reds, browns, and yellows  
who have resisted the Racial Contract  
and the white renegades and race traitors  
who have refused it.

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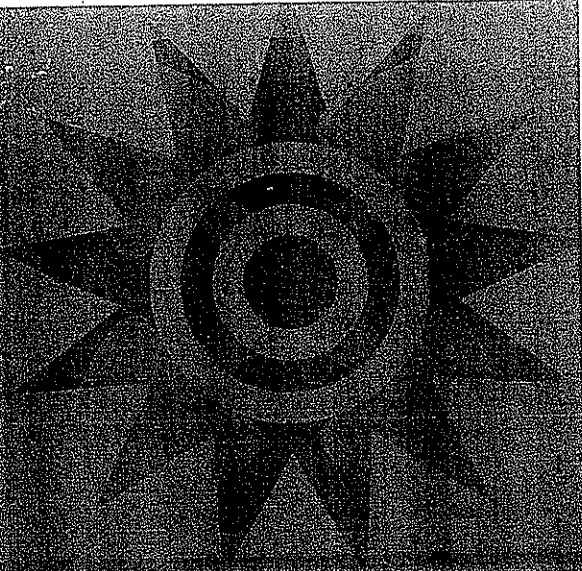
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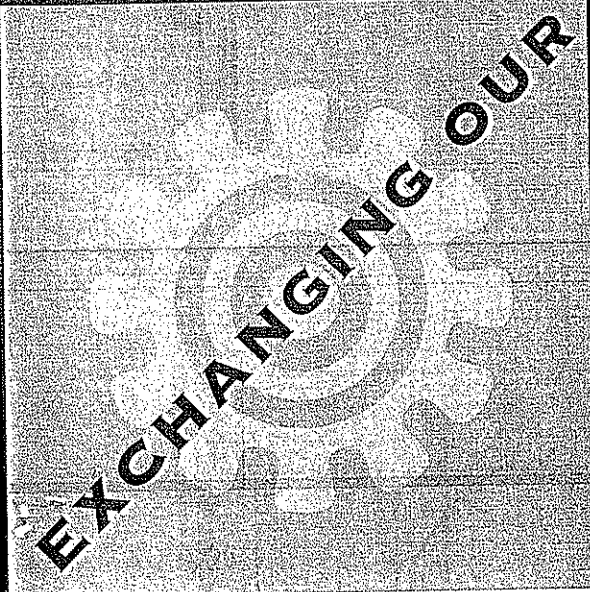
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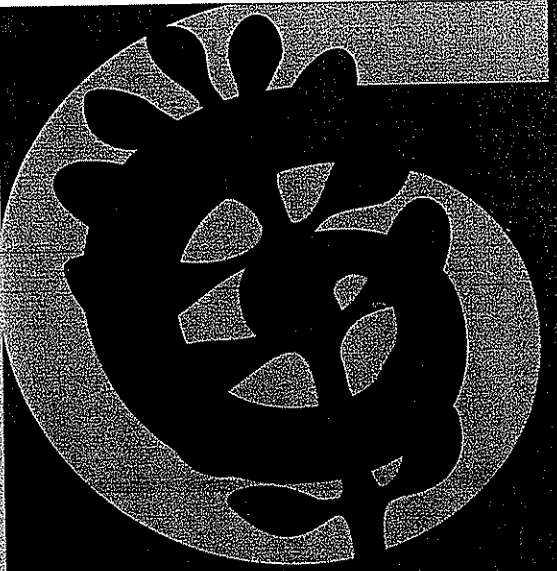




COUNTRY MARKS



EXCHANGING OUR



MICHAEL A. GOMEZ

THE TRANSFORMATION  
OF AFRICAN IDENTITIES  
IN THE COLONIAL AND  
ANTEBELLUM SOUTH

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**Pan Africanism  
in the  
African Diaspora**

An Analysis of  
Modern Afrocentric  
Political Movements

Ronald W. Walters

**African American Life Series**

A complete listing of the books in this series can be found at the back of this volume.

**General Editors**

Toni Cade Bambara  
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Michigan State University

Wilbur C. Rich  
Wellesley College

Ronald W. Walters  
Howard University

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