



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 3-3-09

1. ACADEMIC UNIT: African & African-American Studies

2. COURSE PROPOSED: AFS 466 Peoples and Cultures of Africa 3

(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Aribidesi Usman Phone: 727-7563

Mail Code: 0903 E-Mail: usman@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

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

Awareness Areas

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: ☐ No ☒ Yes; Please identify courses: ASB 466

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? Yes

Stanlie James
Chair/Director (Print or Type)

Date: 3/4/09

Stanlie M. James
Chair/Director (Signature)

Arizona State University Criteria Checklist for
SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

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

ASU--[SB] CRITERIA			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 	

Course Prefix	Number	Title	Designation
AFS	466	Peoples and Cultures of Africa	

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)
Course is designed to advance basic understanding and knowledge about human interaction.	The course explore the diversity of African people and culture from an interdisciplinary perspective.	Syllabus: Course description
Course content emphasizes the study of social behavior such as that found in Anthropology.	Special emphasis is placed on basic social, political, and economic relations, inequality, world view, resource-use and development, gender roles, art and culture, contact, processes of change in Africa, and the impact and legacy of colonial rule.	Syllabus: Course description, Assigned Reading
Course illustrates use of social and behavioral science perspectives and data.	Course emphasizes on ethnographic materials, as well as historical, archaeological, literary, and other sources.	Syllabus: Assigned Reading, Assignments

PEOPLES AND CULTURES OF AFRICA

AFS /ASB 466, AFS 598

Spring 2009

Class Time: T/Th 10:30 – 11:45 AM

Room: Farmer Ed Bldg 210

Instructor: Dr. Desi Usman

Office: African & African American Studies (Wilson Hall 156)

Office hrs: MW: 10:00am – 12:00pm.

Phone: Office: (480) 727-7563

E-mail: Usman@asu.edu

SYLLABUS

Course Description

This course is designed to explore the diversity of African people and culture from an interdisciplinary perspective. Those societies covered range from simple foraging and traditional ones to complex, industrializing nations. Special emphasis is placed on basic social, political, and economic relations, inequality, world-view, art, resource use and development, gender roles, slavery and slave trade, Europe and Africa, processes of change, and the impact and legacy of colonial rule are considered. How relationships between men and women are contextualized and negotiated is a theme found throughout the readings and films, as well as struggle of people in different circumstances to build new relationships with traditional beliefs and practices. The course meets social/behavioral, historical and global requirements.

Approaches to the course material and Examination

In learning about Africa, the themes transcend local events and personalities to reveal recurrent patterns of historical change that extend throughout the continent. The thematic approach means students studying the first weeks' lectures and readings carefully to identify the "key themes" that will develop during the remainder of the term. It also means that the examination will test students' abilities to draw these themes together into a coherent understanding on how and why people in Africa behaved as they did, both in their distinctiveness and in ways comparable to history in more familiar parts of the globe.

The course will follow four complementary approaches: (1) the lectures provide overviews of large themes and periods; they illustrate general points with examples and case studies. The lectures thus present the instructor's interpretation of the subject but make no systematic attempt at comprehensive coverage; (2) the readings which are to be completed before the week for which they appear in the syllabus, provide detail and texture to the themes covered in lecture; (3) class discussions give students opportunity to contribute and ask questions about parts of the readings and lectures that either confuse or inspire their interest. (4) Finally, examinations consist of 3 sets of multiple-choice questions and short answers, an in-class map quiz, and a 15 pages paper.

Requirements

Research Paper

Students will be required to research and report in written and oral form on an individual, group, or issue of cultural or historical concern relevance to Africa. The topic may include a subject(s) (non-American) of history (e.g., Osei Tutu, Shaka Zulu, Sundiata, Imhotep, Queen Amina, the Ashanti, the Yoruba, Dogon, Obafemi Awolowo, Nnamdi Azikwe, Jomo Kenyatta, Kwame Nkruma, Julius Nyerere), or other important issues of relevance (e.g., culture, including marriage, religion, art, music, dance; ecology; economy; AIDS; droughts; migration; civil wars; and development). Students must obtain the instructor's agreement for their topics by the end of the third week of class. The paper assignment should include the following:

- Titles, introduction, main issues, conclusion
- Relevant geographical and demographic information
- Importance to African civilization
- Importance to the world civilization
- Most important contribution
- Lesson learned (personal)

For your paper, use 12 point, Times New Roman font, with no more than 1.25" margins. Include in-text references, and bibliographic references at the end. **Plagiarism and other form of cheating will result in automatic failure, and may lead to students facing serious penalties imposed by the University.** The topic or title of your research paper is DUE in my office latest **February 10**. Your title or topic must include your name, student identification number, and a half-to-one-page description of your

topic; stating why you chose the topic, your methodology, sources to be used, etc. Please, submit hardcopy. No electronic submission. I would also advise everyone to meet with me at least once in the semester to discuss progress report of your paper. Final paper is **DUE May 5**

Exams

In addition to the research paper, there will be one in-class map quiz, two in-class tests, and a final exam. Tests and the final will consist of multiple choice and short answer type questions to come from both assigned readings and class lectures. Make-ups will be given only when exams are missed for unavoidable reasons, and when you provide documentation either before or immediately after the examination date. Sometimes it becomes necessary to make changes in the assignment schedule and requirements of the course. It is your responsibility to be in class if and when such announcements are made.

Attendance: You can miss **three** classes for free, after that you lose the 10% points. Attendance will be taken regularly in class. Please notify me if you need to miss class because of sickness, a religious holiday, or some other legitimate excusable reason. (This does not include extra-curricular events, work for other classes, etc.). You must also view the African videos. Video day should be treated as regular lecture day. Contents in the videos are part of your exams.

Participation—Any questions, observations or discussion you can contribute to make the class more interesting and relevant will count. Consistent constructive participation will push borderline grades up (i.e. if you have a high B it can become an A). You don't have to participate in every class but you need to show some interest.

Summary of Evaluation Criteria:

A- Exam 1	80 points (20%)
B- Exam 2	80 points (20%)
C- Final	80 points (20%)
D- Paper	100 points (25%)
E- Map Quiz	50 points (12.5%)
F- Attendance/participation	10 points (2.5%)
Total = 400 points	

Your primary responsibility as a student is to attend class regularly and master the material presented in class and in the readings. If you have ANY questions or feel unclear of any class material, see me after class or during office hours. DON'T wait until the end of the semester to discuss your problem.

Graduate Requirements

Students registered for graduate credit are expected to perform at graduate levels. Graduate students are expected to exhibit leadership in class discussion and may be asked to comment on key issues raised in class. In addition to class attendance, readings and participation in discussion, graduate students will do a 20-25 pages research on a topic approved by me, as well as a ten-page review of a scholarly book on Africa (Clear all books and topics with me in advance).

Percentage	Points	Grade
98-100%	400-390	A+
90 avg	389-360	A
88-89 avg	359-350	A-
85-87 avg	349-340	B+
80-84 avg	339-320	B
	319-310	B-
	309-300	C+
70-75 avg	299-278	C
60-69 avg	277-270	D
<60%	<270	E

Texts/Reading Packet

1. Gordon April, and Gordon, D. L. (eds.), Understanding Contemporary Africa third edition, Lynne Rienner Publishers, 2001
2. Nancy Lundgren, Watch and Pray: A Portrait of Fante Village Life in Transition, Thomson Wadsworth Publisher, 2001
3. Ba, Mariama, So Long a Letter. Heinemann Educational Books, 1989
4. Course packet available at the **Alternative Copy**, located north of University road on Forest Street (480-829-7992).

Lecture, Examinations, and Readings Schedule

The following schedule is subject to change. Any changes will be announced in class.

I. Introduction to the Continent and Its Peoples

Tue: 1/20

- Introduction of students and instructor. Syllabus Review
- Goals and aims of the course

Thu: 1/22

Africa: Myths and Realities, geographical diversities (peoples, countries, languages, etc.)

Readings:

- **Gordon & Gordon, chps 1-2
- + Michael McNulty 1995, 'The Contemporary Map of Africa,' pp.10-45 (blackboard)

Tue: 1/27

- Africa, geographical diversities contd.
- + **Map Quiz** – 20 minutes

Thu: 1/29

- **VIDEO:** Africa (Tripple Heritage): the nature of a continent (Ali Mazrui).

II Prehistoric African cultures

Tue: 2/3

- Overview of major developments in African prehistory, Stone Age, Agricultural beginnings, and Iron Age

Readings:

- ** Gordon & Gordon, chp 3 (read p.23-30)
- ++ Newman 1995, 'Becoming Human', (p.1-11 packet)
- ++ Newman 1995, 'Cultural Origins', (p.12-19 packet)

Thu: 2/5

- **VIDEO:** Human Origin.

III Traditional Social and Political Institutions of Africa

Tue: 2/10

- African family, kinship, marriage, sex, gender

Readings:

** Gordon & Gordon, chp. 9

** Mariama Ba (read the entire book before 2/17)

** Lundgren, chp 4 (69-86), and chp 5

++ Ahanotu 2000, "Social Institutions: Kinship Systems," (pp. 20-43 packet)

Research topic/title DUE TODAY (by 5:00pm. No electronic submission)

Thu: 2/12

- Family and Kinship contd.

Tue: 2/17: Traditional political and economic institutions

- Lecture:

- **Discussion:** Mariama Ba

Readings:

** Gordon & Gordon, chp 3 (read p.31-41); Chp 5 (p.109-111)

** Lundgren, chp 3

++ Falola 2000, "Agriculture, Trade, and Industries", (p.44-54 packet)

Thu: 2/19

- Traditional political and economic institutions

Tue: 2/24

VIDEO: The Legacy of Lifestyles (Ali Mazrui)

Thu: 2/26

+++ **TEST I** (from 1/20 through 2/24)

IV. Religion, Art & Culture

Tue: 3/3

--- Religion in Africa

Readings:

** Gordon & Gordon, chp 11

** Lundgren, chp 6

++ O'Connor 2000, "Talking to God: Divination Systems", (p.55-65 packet)

Thu: 3/5

- Religion, Art and Culture contd.

Readings:

++ Dele Jegede, 'Art,' (pp. 66-88 packet)

+ McNaughton and Pelrine, 'African Art', p.223-256 (available on blackboard)

SPRING BREAK – March 8-15 (NO CLASS)

Tue: 3/17

- Art and Culture contd.

Thu: 3/19

- **VIDEO:** African Art

V Europe and Africa

Tue: 3/24

- Europeans in Africa

Readings:

** Gordon & Gordon, chp 3 (read p. 41-54)

++ Clark 1971, Through African Eyes, vol. 1, (pp.89-125 packet)

++ Nwauwa 2000, "The Europeans in Africa: Prelude to Colonialism," (pp. 126-139 packet).

Thu: 3/26 (No Class---Conference in Austin, Texas).

- Atlantic slave trade and slavery, abolition of slave trade, impact and challenges

NOTE: The above lectures will be available in power point on blackboard

Tue: 3/31

- The partition of Africa, African reaction, colonial rule

Readings:

** Gordon & Gordon, chp 3 (p. 41-54)

++ Adu Boahen, (pp. 141-154 packet)

++ Nwauwa 2000, "The Europeans in Africa: Prelude to Colonialism," (pp. 126-139 packet).

Thu: 4/2

- Colonial rule, legacy; political independence and African politics

Readings:

** Gordon & Gordon, chp 3 (read p. 51-53), and chp 4 (read p.61-77)

Tue: 4/7

- Impact of colonialism, Social Change in Africa

Readings:

** Lundgren, chp 7

** Gordon & Gordon, chp 4 (read p. 58-61)

++ Adu Boahen, (p.154-157 packet)

Thu: 4/9

+++ **TEST 2** (from 3/3 through 4/7)

VI African Nationalist Movements

Tue: 4/14

- South Africa (European settlements, apartheid, nationalist movements, black majority rule)

Readings

** Gordon & Gordon, chp. 13

VII Women in Africa

Thu: 4/16

- Women in Africa, roles of women in society.

Readings

** Gordon & Gordon, chp 10

** Lundgren, p.86-99

Tue: 4/21

- **VIDEO:** Asante Market Women

VIII African Economy and Globalization

Thu: 4/23

- Africa resources and development

Readings:

** Gordon & Gordon, chp. 5

IX African Population, Migration, Urbanization, and AIDS

Tue: 4/28

- population, migration, urbanization, and AIDS

Readings:

** Gordon & Gordon, chp 7

Thu: 4/30:

--- African population, migration, urbanization, and AIDS contd

Tue: 5/5: Class Round-up

Discussion/Revision???

++**Term Paper DUE** (by 5:00pm today in my office. Hardcopy only)

+++Tuesday: May 12

FINAL EXAMINATION (from 4/14 through 5/5)

- **Time:** 9:50-11:40 am

Keys:

** Required text books

+++ important information (e.g., examination)

++ reading packet

+ information on blackboard

Additional Readings:

- Martin, P.M., and O'Meara, P., 1995. Africa, 3rd edition. Indiana University Press, Bloomington.

-

FOURTH EDITION

UNDERSTANDING CONTEMPORARY AFRICA

edited by
April A. Gordon
Donald L. Gordon



BOULDER
LONDON

UNDERSTANDING _____
Introductions to the States and Regions of the Contemporary World
Donald L. Gordon, series editor

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WATCH AND PRAY
A PORTRAIT OF FANTE VILLAGE LIFE
IN TRANSITION

NANCY LUNDGREN
UNIVERSITY OF CAPE COAST



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