GENERAL STUDIES COURSE PROPOSAL COVER FORM

Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Liberal Arts and Sciences
Department: African & African American Studies, School of Social Transformation

Prefix | AFR Number | Title | Department | Units |
--- | --- | --- | --- | --- |
 | 466 | Peoples and Cultures of Africa | ASB 466 (Peoples and Cultures of Africa) |

Is this a cross-listed course? Yes
If yes, please identify course(s) If so, list all academic units offering this course

Is this a shared course? No

Note: For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Course description: The course provide an in-depth study of the diversity of African people and culture from an interdisciplinary perspective. Special focus is placed on basic social, political, and economic relations, inequality, world-view, art, resource use and development, gender roles, Europe and Africa, processes of change, and impact of colonial rule.

Requested designation: Global Awareness-G

Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.

Submission deadlines dates are as follow:
For Fall 2016 Effective Date: October 6, 2015
For Spring 2017 Effective Date: March 15, 2016

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.

Checklists for general studies designations:
Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
☐ Signed course proposal cover form
☐ Criteria checklist for General Studies designation(s) being requested
☐ Course catalog description
☐ Sample syllabus for the course
☐ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Desi Usman
E-mail: usman@asu.edu
Phone: 480-727-7563

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Claire Moore
Date: 8/29/2017

Rev. 4/2015
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.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

GLOBAL AWARENESS [G]

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<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
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<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
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<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.”</td>
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<td>Criteria (from checksheet)</td>
<td>How course meets spirit (contextualize specific examples in next column)</td>
<td>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</td>
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<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
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College/School: College of Liberal Arts and Sciences
Department: African & African American Studies, School of Social Transformation

Prefix: AFR
Number: 466
Title: Peoples and Cultures of Africa
Units: 3

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Requested designation: Global Awareness-G
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2016 Effective Date: October 6, 2015
For Spring 2017 Effective Date: March 15, 2016

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It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Desi Usman
E-mail: usman@asu.edu
Phone: 480-727-7563

Department Chair/Director approval: (Required)
Chair/Director name (Typed):          Date:

Rev. 4/2015
Chair/Director (Signature):
PEOPLES AND CULTURES OF AFRICA

AFR / ASB 466, AFR 598

Fall 2017          Class Time: T/Th 3p – 4:15p
Session C          Room: Tempe WXLR A203

Professor: Dr. Desi Usman
Office: African & African American Studies (Wilson Hall 145)
Office hrs: MW: 9:30 am – 11:30 am.
Phone: Office: (480) 727-7563
E-mail: Usman@asu.edu

SYLLABUS

Course Description

This is an upper division course designed to provide an in-depth study of 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, one in-class map quiz, and a 10-15 pages paper, including bibliography.

Requirements

Research Paper

Students will be required to research and report in type-written form on any one of these African groups – Kikuyu, Igbo, Ashanti, Nuer, Yoruba, Zulu, Hausa, Tuaregs, and Dogon – focusing on one or combination of the following: history, socio-political organization, religion, art, music, dance, economic activities, European colonization, and changes in the society. Students must obtain the instructor’s agreement for their topics by the end of the third week of class (September 12). The paper assignment should include the following:

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

For your paper, use 12 point, Times New Roman font, double-spaced, with no more than 1.25” margins. Include in-text references, and bibliographic references at the end. For writing style, use APA format. Your sources MUST be in the form of Books and Journal articles. Avoid lengthy online sources such as Wikipedia or related form.

The topic or title of your research paper is DUE by 5pm on Tuesday September 12. Your title or topic must include your name, student identification number, and a half-to-one-page description of your topic; stating your methodology, what kind of sources to be used, etc. Please, submit hardcopy. No electronic submission. Final paper is DUE Tuesday November 28.

ACADEMIC DISHONESTY!

Plagiarism and other form of cheating will result in automatic failure, and may lead to students facing serious penalties imposed by the University.

In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism” [as] using another’s words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and for acknowledging and documenting the source appropriately.” You can find this definition at: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions
Disability Policy Statement

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verifications of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

POLICY AGAINST THREATENING BEHAVIOR

Threatening behavior of any kind is not tolerated by the university and will not be allowed in this class. Please refer to ASU’s policy against threatening behavior (Student Services Manual SSM 104–02 “Handling Disruptive, Threatening or Violent Individuals on Campus”):

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Exams

In addition to the research paper, there will be one in-class map quiz, and three online tests. Tests will consist of multiple choice questions to come from both readings and class lectures.

Attendance/Participation:

Since both attendance and participation are required for the successful completion of this course, I will be taking attendance at the end of each class. Remember, it is your responsibility to sign the attendance sheet during class. If your name does not appear on the attendance sheet for any reason, you will not receive the attendance and participation points for that class. More than 2 absences will result in the lowering of your grade by a
significant amount. I also expect you to read and be ready to contribute to the discussion and dialogue each and every day. 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.

Tardiness will also not be tolerated, so please come to class at the scheduled class time. If you come to class late on a consistent basis, your grade will be lowered accordingly. I understand that emergencies do sometimes occur; therefore, emergency absences will be excused at the discretion of the instructor. Please, inform me if you need to miss class because of sickness, a religious holiday, or some other legitimate excusable reason.

++ NO CELL PHONE (must be turned off while in class), NO TAPPING OF LECTURE, NO FOOD in class.

Make-up exams. – Make-ups will be given only when exams are missed for unavoidable reasons, and when you provide documentation.

You are responsible for getting me all of your work by the time and date it is due. All assignments are due by the end of class time on the assigned due date. Anything submitted after that time is considered late and will not be accepted. All assignments must be handed in to me in hardcopy and cannot be sent over e-mail.

Extra Credit: If you need extra credit, you must discuss this with me latest three weeks before the end of the semester. Also, there will be numerous campus and community events this semester that you can attend for extra credit points. I will give you more information about these events as the semester begins.

Requirements for superior achievement in the course (i.e. an A or better) include regular attendance with no unexplained absences, always completing the reading for each week before the class meeting, regular and active participation in discussions, and thoughtful and well-written papers.

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 problems.

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, participation in discussion, and test, graduate students will do a 20-25 pages research on a topic approved by me (Please see me for further discussion on this).

Summary of Evaluation Criteria:

A- 3 Exams (70 points each, 210 points total) (52.5%)
B- Paper 100 points (25%)
C- Map Quiz 50 points (12.5%)
D- Attendance/participation 40 points (10%)
Total = 400 points

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<td>90 avg</td>
<td>389-370</td>
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<td>88-89 avg</td>
<td>369-355</td>
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<td>70-75 avg</td>
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<tr>
<td>60-69 avg</td>
<td>309-300</td>
<td>C+</td>
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<td>&lt;60%</td>
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**Texts (All Required)**


**Lecture, Examinations, and Readings Schedule**
The following schedule is subject to change. Any changes will be announced in class.

I. **General Introduction**

**Thu: 8/17**
- Introduction of students and instructor. Syllabus Review
- Goals and aims of the course

**Tue: 8/22**
- Africa: Myths and Realities
- Africa: geographical diversities (peoples, countries, languages, etc.)
  
  **Readings:**
  * Gordon & Gordon, chps 1-2

**Thu: 8/24**
- Africa, geographical diversities contd.
Tue: 8/29
++ Map Quiz (20 minutes)

II The Peopling of Africa
Thu: 8/31
- Overview of major developments in African prehistory, Stone Age, Agricultural beginnings, and Iron Age.
Readings:
* Gordon & Gordon, chp 3 (read p25-33)

Tue: 9/5
- Lecture: Overview of major developments in African prehistory contd.
+ Video: The mystery of Mankind – National Geographic: watch video posted on blackboard

III Traditional Social and Political Organizations
Thu: 9/7
- African family, kinship, marriage, sex, age
Readings:
* Gordon & Gordon, chps. 9, 3 (p.33-46), 5 (p.115-117)
+ Polygamy –Boserup
+ Ancestors – Kopytoff
+ Lele economy – Mary Douglas

!!!Note: Start reading Mariama Ba, ‘So Long A Letter’

Tue: 9/12
- Family and Kinship contd.
Readings:
+ The !Kung Bushmen of the Kalahari desert – Lorna Marshall
+ The Yoruba of Nigeria – P. C. Lloyd
+ The Northern Pastoral Somali of the Horn – LM Lewis

!!!Note: Your paper topic is DUE today by 5pm

Thu: 9/14
- Traditional political and economic institutions: Mariama Ba - So Long A Letter - Discussion
Tue: 9/19
- Traditional political and economic institutions contd

Thu: 9/21
VIDEO: Africa: The Legacy of Lifestyles (Ali Mazrui)

EXAM 1
Sat 9/23- Sun 9/24
++ Test 1 – AVAILABLE ONLINE (Blackboard)
(This exam will cover lectures from August 17 through September 21). Test will be available online from 7am Saturday 9/23 to midnight Sunday 9/24

IV. Religion, Art, Music & Culture
Tue: 9/26
--- Religion in Africa
Readings:
* Gordon & Gordon, chp 11
+ Dele Jegede, ‘Art,’ (pp. 66-88)
+ African music – Steven Salm

Thu: 9/28
-Religion contd.

Tue: 10/3 – NO CLASS (Attending Conference)

Thu: 10/5
- Art and culture.

Fall Break – October 7-10: Class Excused

Thu: 10/12
- Art and culture contd.
- Video: ‘West African Dogon Masks Documentary by BBC.’ www.youtube.com
+ VIDEO: African Art (blackboard)

Tue: 10/17
- Music, Dance & Culture
V  Europe and Africa

Thu: 10/19
- Europeans in Africa

Readings:
* Gordon & Gordon, chp 3 (read p. 46-58), chp 4 (p. 61-92)
+ Colonial Rule – Frederick Lugard

!!!NOTE: Start reading ‘The River Between’ by Ngugi wa Thiongo.

Tue: 10/24
- Atlantic slave trade and slavery, abolition of slave trade, impact and challenges

Thu: 10/26
- The partition of Africa, African reaction, colonial rule

Tue: 10/31
- Impact of colonialism, Social Change in Africa

Thu: 11/2
++ Discussion: The River Between (Ngugi wa Thiongo)

EXAM 2
Saturday 11/4 and Sunday 11/5
++ TEST 2 ONLINE. Exam will open from 7am Saturday 11/4 to midnight Sunday 11/5. You will be assessed on materials covered from 9/26 through 11/2.

VI  Women in Africa

Tue: 11/7
- Women in Africa, roles of women in society and changes

Readings
* Gordon & Gordon, chp 10
+ Igbo women – Judith Allen

Thu: 11/9
- VIDEO: Asante Market Women (watch on Youtube and provide a 2-page written report on the film). Your paper must be typed.

VII  African Nationalist Movements

Tue: 11/14
- European settlements, apartheid, nationalist movements, protests, black majority rule

Readings
+ South Africa- Patrick Furlong
+ Mau Mau – Bruce Berman

VIII  African Economy and Globalization
Thu: 11/16
- African mineral resources and development
Readings:
* Gordon & Gordon, chp. 5

IX  African Population, Urbanization
Tue: 11/21
- population, urbanization, AIDS
Readings:
* Gordon & Gordon, Chap. 7

Thu: 11/23: Thanksgiving Holiday (CLASS EXCUSED)

Readings: as above

!!!!NOTE: Your Research Paper is DUE today by 5pm prompt. (Hardcopy)

X  Research Presentation
Thu: 11/30 (5-7 minutes presentation)
Class Round-up
Discussion/Revision

EXAM 3 FINALS

Tue 12/5 and Wed 12/6
++ Test 3 ONLINE (from materials covered from 9/26 through 11/30)
Time: Test available from 7am on December 5 to midnight of December 6.

Keys:
* required text books
++ important information (e.g., examination, quiz, due date)
+ items on blackboard
Important DUE Dates

- Paper Topic: Tuesday September 12
- Final Paper (Hardcopy): Tuesday November 28
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List of Acronyms
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About the Book
So Long a Letter

Mariama Ba
has had upon subsequent generations of African women.

Emerging from the struggles for her freedom and the condemnation of her actions, this novel explores the complexities of African society and the struggles of women for freedom and equality. The protagonist's journey through various experiences highlights the importance of education, the power of love, and the significance of personal and collective empowerment. Through her experiences, the reader gains insight into the challenges faced by women in the African context and the importance of fighting for justice and equal rights.

In the novel, the protagonist, who is a mother of two, navigates the complexities of motherhood and the strive for freedom. Her journey is a reflection of the broader struggles faced by women and the need for educational opportunities and equal rights.

Novels by Other Authors:

Novels by Other Authors:


2. *The Color Purple* by *Alice Walker* 1982

3. *Half of a Yellow Sun* by *Chimamanda Ngozi Adichie* 2007

4. *Beloved* by *Toni Morrison* 1987

5. *The Color Purple* by *Alice Walker* 1982


7. *The Help* by *Kathryn Stockett* 2009


Faces of a mother.

Images of the novel.

Cover art and interior illustrations.

The book was published by HarperCollins Publishing.


12. *The Help* by *Kathryn Stockett* 2009

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Women in a Britain of 1798.

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In African American women, the cosmetic practice of plucking or shaving the eyebrows is extremely rare. bilding out the eyebrow is the second most common cosmetic procedure performed by women of color in the United States. This practice is often considered a form of self-expression and a way to enhance one's appearance. The emphasis on idealized beauty standards can lead to feelings of inadequacy and self-consciousness among women who do not conform to these expectations. 

In recent years, there has been a growing awareness of the cultural and historical significance of the eyebrow in African American culture. The eyebrow is not just a physical feature, but a symbol of identity and pride. This realization has led to a growing acceptance and appreciation for the natural growth of the eyebrow. 

However, the practice of plucking or shaving the eyebrows remains a controversial topic. Some argue that it is a form of self-expression and cultural expression, while others view it as a form of cultural appropriation. The conversation around this practice highlights the intersection of race, beauty standards, and identity. 

In conclusion, while the practice of plucking or shaving the eyebrows may seem trivial, it is deeply rooted in cultural identity and social norms. As society continues to evolve, it is important to have open and honest discussions about these practices and their implications on individual and collective identity.
a powerful impact both at home and overseas. His work has resonated with the world and has made form, and he wrote, predicted and created experiences on this

Ndeg. 2 in senior commissioner for the African Languages and

scripts, plays and popular essays.

Kenyans in 1999, and published into English for the first time in
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