

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School College of Liberal Arts and Sciences Department/School SILC

Prefix: FRE Number: 194 Title: Afrofuturism in the African literary imagination Units: 3

Course description: **This course focuses on transnational migrations in the works of prominent writers from areas of Africa and the Caribbean that were once under French colonial influence. Through a directed reading of novels, poetry, and films, we will investigate the reactions of contemporary Francophone African and Caribbean writers to the French colonial legacy in an effort to represent their own individual identities that often transcend national boundaries.**

Is this a cross-listed course? Yes If yes, please identify course(s): AFR 194 & SLC 194

Is this a shared course? No If so, list all academic units offering this course:

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. Chair/Director Initials WB (Required)

Requested designation: (Choose One) **Mandatory Review:** (Choose one)

Note- a separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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 (SQ/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 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 Isaac Joslin E-mail ijoslin@asu.edu Phone 612-388-4738 (cell)

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 9/11/17

Chair/Director (Signature):  9.16.17

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]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. 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.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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."	syllabus

Course Prefix	Number	Title	Designation
FRE	194	Sights and sounds of Afrofuturism in the African literary imagination	Global Awareness (G)

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)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	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 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2a. In-depth studies which are concerned with an examination of culture specific elements of a region, country or culture group	The course examines the African continent and its global diaspora, specifically the French-speaking regions of Africa and the Caribbean	The first text, the examines the cultural links between Haiti, West Africa and 19 th century France, illuminating the religious and cultural experiences of African subjects in these three geographical areas.
2b. A language course for a contemporary non-English language with a significant cultural component	The course is a French course, yet the material is taught in translation in order to introduce students to the French speaking world outside of France, specifically Africa.	The latter texts, A Life and a Half and Jazz and Palm Wine are written by French speaking congoloese authors and they both speak to the cultural specificities of Post-colonial Central Africa.
2d. study of the cultural significance of a non-US centered global issue	The course studies the global issue of development in a specifically African context,	There is an inherent critique of Western globalism, beginning with the slave trade and continuing through post-independence interventions in African affairs by foreign powers that is cetnral to the course and the texts studied.

FRE 194: Afrofuturism in the African literary imagination

Spring 2018

*Course taught in English

Isaac Joslin
Office: LL410A
ijoslin@asu.edu
Office hours: MW 1:30-2:30 or by appointment

COURSE OBJECTIVES:

Course Description and Objectives

This course focuses on transnational migrations in the works of prominent writers from areas of Africa and the Caribbean that were once under French colonial influence. Through a directed reading of novels, poetry, and films, we will investigate the reactions of contemporary Francophone African and Caribbean writers to the French colonial legacy in an effort to represent their own individual identities that often transcend national boundaries and historical conventions.

This course is designed to provide students with an introduction to African and Caribbean literature, as well as to gain critical insight into the specific political and cultural contexts that informed the works of these writers and their legacy today. Students will also learn how to read texts carefully and critically, and how to conduct meaningful analyses and express thoughtful opinions related to the texts, both in oral and written form.

General Studies Designation G – Global Awareness

*No prior knowledge of French is required for this course.

Required texts:

Nalo Hopkinson, *The Salt Roads* 2003
Sony Labou Tansi, *Life and a Half*, Trans. Alison Dundy 2011
Boualem Sansal, *2084*, Trans. Alison Anderson 2016

Students' Responsibilities

Participation. You are expected to attend and be prepared to actively participate in every class session, having read the assigned portions of each text, as well as any additional readings as indicated on the syllabus or posted on Blackboard. Beyond mere physical presence, participation also includes a thoughtful engagement in discussion, and genuine effort in classroom activities.

Written Responses. For each of the three major books studied, there will be a series of short/long answer response questions that will be posted on Blackboard at least one week prior to the due date. Your responses to these questions will be graded according to the following criteria: 1) the accuracy of information pertaining to the texts, their themes, authors, and

geopolitical/cultural/historical contexts; 2) the organization and expression of your response (i.e. are your thoughts communicated clearly and thoroughly); and 3) the critical insight, responsibility, and sensitivity of your response (i.e. do your ideas reflect a serious engagement with the texts and their principal concerns). Length of responses will vary, but will tend to be between 3 and 5 pages, double-spaced.

Individual Presentation. Over the course of the semester, we will be reading a number of texts and films by different francophone writers and filmmakers. Each student will be responsible for one presentation of a text excerpt by one of the authors that we are studying. The presentation will involve three key elements: 1) an exposition of the text, 2) a discussion of the text excerpt in relation to the whole, and 3) an interpretation of the text's political or cultural message or purpose. Length of presentations will vary, but a thorough presentation will likely take between 5 and 10 minutes. Note that visual aids are often very helpful when doing a close reading of a text.

Group Project. In groups of two or three, you will work together on a particular set of texts from francophone Africa. There will be both a written and oral component to the project, which will be weighted 60/20. For the text that you choose, you will be asked to 1) identify the main characters what their primary traits are, what they represent or what is their symbolic value, 2) summarize the plot, making note of the key moments in the narrative, and 3) define the significance of the text in the larger context of the themes that we have studied. The written project should be about 3 to 5 pages in length, double-spaced, and the oral presentation should take between 3 and 5 minutes. Again, the use of visual aids is encouraged.

Grading:

Participation: 25%
Written Responses: 40%
Presentation: 15%
Group Project: 20%

Grades

A+=98%-100% ; A=93%-97% ; A-=90%- 92% ; B+=87%-89% ; B=83%-86% ; B-=80%-82% ; C+=75%-79% ; C=70%-74% ; D=65%-69% ; E=0%-64%.

Texts and films available through Blackboard

COURSE POLICY: I do understand that students get ill, catastrophes happen, and even the best students will find it necessary to miss classes occasionally. However, keep in mind that language learning is a cumulative skill, one that is best developed by constant repetition, so please keep absences to a minimum and participate fully while in class. In the rare case of an extended illness, you are expected to drop the course as it is not possible to replace in-class communicative time with at-home independent study. In the event that it is necessary to miss class, it is the responsibility of the student to find out what was covered and to learn the appropriate material. Students are expected to come

to class prepared, to contribute to class activities, to arrive on time, and to seek help from instructor when appropriate. Cell phones must be turned off during class hours.

Late work: No late work is accepted. Please do not ask me at the end of the semester if you can make up missed work. There are enough assignments that missing one or two won't hurt your grade.

Student Code of Conduct: Students are expected to know and adhere to the Arizona Board of Regents Student Code of Conduct. This Code can be found at www.asu.edu/studentlife/judicial .

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.

Students with Disabilities: Any student with a disability that may compromise his or her ability to fully participate in the course should see me immediately. Every effort will be made to provide the student with an adequate learning environment in the classroom and/or with alternate at-home activities when necessary.

Program

Date	Work in class	Homework to prepare before the next class
1/9	Introductions : Afrofuturism	Read excerpts from N. Womak
1/11	Aliens and others : migration stories and space/time	
1/16	Pumzi	
1/18	Proposition 23	
1/23	Proposition 23	
1/25	The Salt Roads	
1/30	The Salt Roads	
2/1	The Salt Roads	
2/6	The Salt Roads	Written Response
2/8	The Salt Roads	
2/13	The Salt Roads	
2/15	The Salt Roads	

2/20	The Salt Roads	
2/22	The Salt Roads	
2/27	Jazz and Palm Wine	
3/1		
3/6	Spring Break	
3/8	Spring Break	
3/13	Life and a Half	
3/15	Life and a Half	
3/20	Life and a Half	Written Response
3/22	Life and a Half	
3/27	Life and a Half	Group Project Proposal
3/29	Life and a Half	
4/3		
4/5	2084	
4/10	2084	
4/12	2084	
4/17	2084	Written Response
4/19	2084	
4/24	2084	
4/26	2084	Group Project

*draft syllabus subject to minor changes and/or modifications