

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	CLAS(Select One)	Department/School	SILC
Prefix:	FRE	Number:	194
Title:	African Sci-fi		Units: <u>3</u>

Course description:

Is this a cross-listed course? yes If yes, please identify course(s): HON/FRE/SLC
(Choose one) 194

Is this a shared course? no If so, list all academic units offering this course:
(Choose one)

*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(Choose one)

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: (Choose One)G

Mandatory Review: (Choose one)yes

*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 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area 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. 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.

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


Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Isaac Joslin E-mail ijoslin@asu.edu Phone 480-965-2677

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 3/3/2022

Chair/Director (Signature): 

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 type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<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	AFrican Sci-fi	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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>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.</p>
<p>1: Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>This course is focused on African and European science fiction</p>	<p>All four modules require a discussion and analysis of particular African literatures, cultures, aesthetics and philosophies to provide the bases for examining global futures from African perspectives.</p>
<p>2a: 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.</p>	<p>Through reading texts and films by African and European intellectuals and artists, this course is an immersive investigation of African worldviews.</p>	<p>By drawing on African cultural perspectives to discuss and analyse fundamental issues of human society, such as science and futurity, to give but two examples, this course leads students to engage with African cultures as the agents rather than objects of study in order to better understand the essential role of the African continent in contemporary global society.</p>
<p>2d: 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."</p>	<p>While science fiction is a global phenomenon, the cultural contingencies of such texts in relation to science and epistemology open up new avenues for analyzing these issues that correspond to the cultural sensitivities of African regions and populations.</p>	<p>In all the units in this course, questions the dominant scientific model of Western epistemology through analyses of fictional and theoretical works that propose alternative models based on local cultural specificities.</p>

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FRE/SLC/HON 194 Fall 2022

African Sci-fi (Session C) T/Th 1:30-2:45

Professor : Isaac Joslin

Office : DH 302F

Email : ijoslin@asu.edu

Office Hours: Zoom: <https://asu.zoom.us/j/9036089989>.

Course Description:

Through a survey of **European and African science-fiction literature and film (1)** from the late nineteenth to early twenty-first century, students in this course will engage concepts of futurity, imagination, and technology from different historical and geographical perspectives. Through discussion and analysis of films and texts, students will identify key ideas in science-fiction that reflect diverse societal values and goals of scientific discourses in societal contexts.

General Studies Designations:

This course meets the General Studies Designations requirements for **G (Global Awareness)**, HU (Humanities, Arts, and Design), and Science and Society

Learning Objectives:

Knowledge

1. **Demonstrate a clear understanding of the geographies, histories, and cultures of the African continent and diaspora. (2a)**
2. Identify key issues in science-fiction and how these reflect societal aspirations and imaginaries.
3. Analyze different perspectives related to knowledge production, science, and futurity.

Skills

1. Identify appropriate questions and theoretical approaches related to literary and filmic analyses of science-fiction.
2. Demonstrate depth and rigor in analytical thought with respect to different source material.
3. **Articulate thoughtful and responsible arguments regarding the cultural contingencies of science-fiction discourses.(2d)**

Required Texts:

Felwine Sarr. *Afrotopia*. Translated by Drew S. Burk and Sarah Jones-Boardman. University of Minnesota Press, 2020.

Ytasha Womack. *Afrofuturism: The World of Black Sci-fi and Fantasy Culture*. Lawrence Hill Books, 2013.

All additional texts will be made available through the library's e-reserves and/or disseminated on Canvas.

Student Expectations

Activities, Prompts and Questions. Students may be asked to respond to specific **Discussion Questions** posted on Canvas that examine fundamental themes for individual works and allow for thoughtful preparation for in-class discussions and collaborative activities. Students may be asked to prepare an **Informal Reflection** on their reaction to or understanding of a particular work. Students may be asked to prepare a **Reading Summary** or simply present their **Reading Notes** on a given work. These activities are designed to help orient students toward identifying the kinds of critical questions that are appropriate for further discussion and intellectual analysis.

Three Short Papers. The course is divided into four sections, each of which focuses on a specific theme related to science-fiction. For each section, students will read critical texts in conjunction with primary sources, which may include fictional texts, films, documentaries, digital sources, images, or other representational forms related to each topic. For each section, students will respond to discussion posts and engage in group activities that will help them to build the resources for a short paper (2-3 pages). In so doing, students will learn how to 1) analyze and synthesize information, 2) format a bibliography and cite source material in their writing, 3) formulate a thesis based on their findings and 4) make a coherent, logical and convincing argument.

Final Project. Students will create a **Final Project** that will consist of a culmination of their work over the semester, integrating their discussion posts, group activities, and short papers into a coherent final project that incorporates course material while also expanding the scope of inquiry beyond the course.

Grades.

Attendance and Participation: 10%

Discussions and group activities: 25%

3 short papers Analytical essays: 30%

Final Project: 25%

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%.

Course Policies

Late or Missed Assignments

The due dates for all assignments are marked on the syllabus. Unless you have a serious excuse, such as a medical issue or a personal/family emergency, late submissions of all

assignments will be penalized by 3% for every 24 hours past the deadline. This rule does not apply for peer-review commentaries and group assignments in case your collaborator was late. Please get in touch with your professor, whenever you need to request an accommodation.

Submitting Assignments

All online assignments **MUST** be submitted via the associated assignment submission feature in Canvas. Do **NOT** submit an assignment via email.

Grading Procedure

We will aim to grade and provide feedback on all assignments within one week of submission. You will be able to see instructors' comments on the margins of your papers on Canvas.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades \(Links to an external site.\)](#).

Absences

Students must attend lectures and recitation sections for the course and complete the online activities and assignments. You are entitled to one unexcused absence per semester. Besides that, unless you have a serious excuse, such as a medical issue or a family emergency, each absence will lower your overall attendance grade by 2%.

Students that need to be absent from class or are unable to follow along with the scheduled online modules due to religious observances ([ACD 304-04 \(Links to an external site.\)](#): Accommodations for Religious Practices) or due to participation in university-sanctioned activities ([ACD 304-02 \(Links to an external site.\)](#): Missed Classes Due to University-Sanctioned Activities) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

Communication

Your Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account.*

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> ([Links to an external site.](#)) or the Canvas home page at <https://myasucourses.asu.edu> ([Links to an external site.](#)). To monitor the status of

campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> ([Links to an external site.](#)). To contact the help desk, call toll-free at 1-855-278-5080.

Other Campus Resources

Please refer to the following additional resources available to ASU students:

- [ASU Academic Success Program \(Links to an external site.\)](#) (tutoring)
- [Counseling Services \(Links to an external site.\)](#)
- [Financial Aid \(Links to an external site.\)](#)
- [Disability Resource Center \(Links to an external site.\)](#)
- [Major & Career Exploration \(Links to an external site.\)](#)
- [Career Services \(Links to an external site.\)](#)
- [Student Organizations \(Links to an external site.\)](#)

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity> ([Links to an external site.](#)).

A student may be found to have engaged in academic dishonesty if, in connection with any academic evaluation or academic or research assignment (including a paid research position), he or she engages in any form of academic deceit, refers to materials/sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages) not authorized by the instructor for use during the evaluation or assignment; possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an evaluation or assignment in advance of its administration; acts as a substitute for another person in any academic evaluation or assignment; uses a substitute in any academic evaluation or assignment; depends on the aid of others, including other students or tutors, in connection with any evaluation or assignment to the extent that the work is not representative of the student's abilities; engages in plagiarism; uses materials from the Internet or any other source without full and appropriate attribution; permits his or her work to be submitted by another person in connection with any academic evaluation or assignment, without authorization; claims credit for or submits work done by another; signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending.

Accommodating Students with Disabilities

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. The DRC Tempe office is located on the first floor of the Matthew Center

Building. DRC staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: www.asu.edu/studentaffairs/ed/drc ([Links to an external site.](#)).

Expected Classroom Behavior

Netiquette is defined as appropriate online behavior. For this course, netiquette includes keeping course discussion posts focused on the assigned topics, maintaining a positive and polite atmosphere, and using tact in expressing differences of opinion. Inappropriate discussion posts may be deleted by the instructor.

Policy Against Threatening Behavior

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.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs> ([Links to an external site.](#)).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> ([Links to an external site.](#)), is available if you wish to discuss any concerns confidentially and privately.

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#) ([Links to an external site.](#)), [harassment](#) ([Links to an external site.](#)), and [retaliation](#) ([Links to an external site.](#)) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin,

age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement.

Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Topics and Class Schedule:

Module 1. Europe, industrialization, and the rise of the scientific imagination

Date	Topic	Homework
Week 1	Course Introduction and overview Science and Fiction	George Méliès “Voyage dans la lune” Respond to Discussion Board
Week 2	<u>Discussion:</u> the nineteenth century, exploration, limitation, and globalization <u>Workshop:</u> how do we imagine the limits of our experience?	Jules Verne “Journey to the center of the earth” Respond to Discussion Board
Week 3	<u>Discussion:</u> twentieth century, dystopia and utopia	Aldous Huxley, George Orwell, Isaac Asimov (selections) Group Activity
Week 4	<u>Discussion:</u> cultural basis of scientific inquiry and imagination (2d)	Contemporary Sci-fi (selections) Nnedi Okorafor “Mother of Invention”

		Short Paper

Module 2: Science-fiction and Indigenous Knowledge Systems

Date	Topic	Homework
Week 5	<u>Discussion:</u> cultural basis of scientific inquiry and imagination (2a)	Jean-Marie Adiaffi <i>The Identity Card</i> (excerpts) Respond to Discussion Board
Week 6	<u>Discussion:</u> Imagining global futures <u>Workshop:</u> How do the past and present influence views of the future?	Sony Labou Tansi <i>Life and a Half</i> (excerpts) Respond to Discussion Board
Week 7	<u>Discussion:</u> Ecologies of futurity	Emmanuel Dongala, “Jazz and Palm Wine” Felwine Sarr, <i>Afrotopia</i> Group Activity
Week 8	<u>Discussion:</u> Planetary reimagined	Wanuri Kahiu, <i>Pumzi</i> Short Paper

Module 3: Afrofuturism and Sci-fi

Date	Topic	Homework
Week 9	Discussion: Afrofuturism	Reynaldo Anderson, “Afrofuturism 2.0” Afro Sci-fi (selections) Respond to Discussion Board
Week 10	<u>Discussion:</u> colonialism, postcolonialism, global economic institutions and inequality <u>Workshop:</u> How does perspective influence futurity?	Octavia Butler (excerpts) Ytasha Womack <i>Afrofuturism</i> Respond to Discussion Board
Week 11	<u>Discussion:</u> Race, Gender, identity and sci-fi	Jean-Pierre Bekolo, <i>Quartier Mozart</i> Group Activity

Week 12	Discussion: cross-cultural commonalities of dystopia	Boualem Sansal, <i>2084</i> (excerpts) Short Paper
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Module 4: Speculative fictions and Transnationalism

Date	Topic	Homework
Week 13	<u>Discussion</u> : alternative planetarities, inversions, and reconfigurations of space	Sylvestre Amoussou, <i>Africa paradis</i> , 2006. Respond to Discussion Board
Week 14	<u>Discussion</u> : Speculative fictions and alternative histories <u>Workshop</u> : Space, our worlds, and other worlds	Abdourahman Waberi, <i>The United States of Africa</i> (excerpts) Respond to Discussion Board
Week 15	<u>Discussion</u> : African sci-fi	Group Activity
Final Exam	Final Project Due on Canvas	