

Eastern Illinois University
New Course Proposal
AFR 2200G, Pan Africanism

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: AFR 2200G.

2. Title: Pan Africanism.

3. Long title:

4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3

5. Term(s) to be offered: Fall Spring Summer On demand

6. Initial term of offering: Fall Spring Summer **Year:** 2011

7. Course description (not to exceed four lines):

This course examines the political, social, economic, cultural and ideological connections and relationships between Africans and their descendants in the diaspora (Asia, Europe, South America, North America, and the Caribbean) from a historical and comparative perspective. Topics include slavery, colonialism, resistance, Pan Africanism, liberation and black power movements.

8. Registration restrictions:

a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).

None.

b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

None.

c. Who can waive the prerequisite(s)?

No one Chair Instructor Advisor Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one):

None.

e. Repeat status: Course may not be repeated.

Course may be repeated to a maximum of hours or times.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

None.

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

None.

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

General Education (Humanities), Writing intensive, Cultural diversity.

10. Grading methods (check all that apply): Standard letter C/NC Audit ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

To achieve the objectives of general education students will:

1. Analyze the evolution of Pan Africanism (global citizenship).
2. Evaluate competing theoretical and ideological (critical thinking) debates in Pan-African studies.
3. Analyze transnational movements that focus on the issues of global citizenship such as human rights (global citizenship).
4. Demonstrate their understanding of the Pan African literature through analytical assessments and class discussions (critical and reflective thinking and writing).

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will write and speak effectively-** Objective 4.
- **EIU graduates will think critically-** Objectives 1, 2, 3 and 4.
- **EIU graduates will function as responsible citizens-** Objectives 1 and 3.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

Not Applicable.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Assignments will consist of: 1. Analytical Papers: Two analytical papers (five pages each). The papers will be based on a handout that will be distributed a week before the due date. 2. Group Collaboration: Once during the semester, each student working with others in a group will read the weeks assigned materials and write a short (two page) analytical assessment and post it on a list serve that will be created. Group members will examine the assessment and then discuss it in class 3. Film Analysis: Each student will view three films from a list that will be highlighted in the syllabus and write a two page report on each. The report should summarize the film, critically assess what is presented and compare the film to the course themes and discussions 4. Examination: there will be an examination at the end of the semester 5. Class Presentation: The films and paper analysis will be presented in class

	Analytical Papers	Group Collaboration	Film Analysis	Examination	Class Presentation
Objective 1	X	X	X	X	X
Objective 2	X	X	X	X	X
Objective 3	X	X	X	X	X
Objective 4	X	X	X	X	X

3. Explain how the instructor will determine students' grades for the course:

Student's final grade will be determined on the number of cumulative points earned in the following categories:

Analytical Papers 30%

Group Collaboration 10%

Film Analysis 30%

Examination 20%

Class Presentation 10%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives;
- b. Describe how the integrity of student work will be assured;
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

Not Applicable.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit.

These include:

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

Not Applicable.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

This is a writing intensive course. Writing will constitute at least 35% of the final grade. Students will have the opportunity to revise at least one writing assignment.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Classes will meet twice a week for 75 minutes each.

Weekly Outline:

Week 1: Introduction. "Old World" Dimensions of Africa/ns

1. African Roots/American Cultures
2. The African Diaspora in World History and Politics
3. Pan Africanism for Beginners,
4. Africans and the Bible
5. Africans and the Islamic World

Week 2: Concepts. What is the Diaspora? African Diaspora? Comparing and Theorizing Diasporas

1. African Diaspora: Concept and Context
 - The Dynamics of the Global African Diaspora
 - Conceptualizing the African Diaspora
2. Case Studies: "The African Diaspora in the Indian Ocean: A Comparative Perspective."
 - Global Diasporas: Introduction
 - Victim Diasporas: Africans and Armenians

Week 3: The Making of the African Diaspora. The Atlantic Slave Trade

1. Slavery in Africa
2. The Atlantic Slave Trade
3. *Films excerpts: Sankofa or Amistad or Art of Darkness*

Week 4: Slavery: Control and Resistance in the African Diaspora

1. In North America: U.S.A
 - Films excerpts: The Language You Cry In (Sierra Leone & Georgia, USA), Hymn to Freedom: Slavery, A Canadian Story, Volume 1*

Week 5: Slavery: Control and Resistance in The African Diaspora

1. In South America: Brazil
 - Films excerpts: Quilombo (Brazil) or the Garifuna Journey (Belize)*

Week 6: Colonialism, Pan-Africanism and Nationalism

1. Conquest, colonialism and impact
2. The scramble and colonialism
3. Impact
4. *Films excerpts: Black and White in Color or Lumumba or Le Malentendu Colonial (The Colonial Misunderstanding)*

Week 7: Global Resistance: Black Intellectuals and Pan-Africanism

1. Marcus Garvey, UNIA, and the USA
2. Garveyism as a worldwide movement
3. Garveyism and its critics
4. *Films excerpts: Rosewood or the Promised Ship*

Week 8: Black Intellectuals and Pan-Africanism

1. W.E.B DuBois and Pan Africanism
2. Pan-Africanism and the African Diaspora

Week 9: Nationalism and Independence

1. African-American Perspectives, Pan-Africanism and Independence
2. Organization of African Union/African Union
3. *Film: Battle of Algiers (excerpts)*

Week 10: Africa, the African Diaspora and Pan-Africanism: Issues and Challenges

The Black Power Movement: From Black Power to Black Consciousness

1. U.S and South Africa
2. U.S.

Week 11: The Black Power Movement: From Black Power to Black Consciousness

1. South Africa
2. *Films excerpts: The Murder of Fred Hampton or Malcolm X or Cry Freedom or Twelve Disciples of Nelson Mandela*

Week 12: Women and Gender in the Black Movements: USA and South Africa

1. U.S
2. South Africa

Week 13: HIV/AIDS: Global Power, Debt and Denialism

1. Debates and Denial: AIDS, Gender, the Caribbean, U.S and Africa
2. South African case study: President Mbeki, U.S drug corporations, and protest movements
3. *Films excerpts: Everyone's Child or Night Stop or A Red Ribbon Around my House*

Week 14: Class Presentations

Week 15: Class Presentations

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

AFR 2200G will be in the humanities segment of the general education program. In this course students will examine the diversity of the Africana diaspora and its contribution towards the struggle for global citizenship. By focusing on a number of topics within the context of the

Africana diaspora, students will be challenged to think critically, to draw ideas from the different readings and write about it from their own perspectives.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

The course fits in the Humanities segment of the general education course. It meets the requirement of the segment because it provides sources and methods for reflection upon human experiences, in its historical, literary and philosophical dimensions. The basis of instruction is primarily the interpretation and critical analysis of written text and films.

- b. **If the course or some sections of the course may be technology delivered, explain why.**

Not Applicable

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Apart from being a general education course for all students, the course is a 2000 (introductory) level for students' majors and minors in Africana Studies Program. There are no prerequisites.

If the course is similar to an existing course or courses, justify its development and offering.

Not Applicable

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

This course does not duplicate any current offerings.

- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

3. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

The course will be required as a core for Africana Studies Program majors and minors.

- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

Not Applicable.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course

proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Dr. Klevor Abo, Dr. Rosemary Onyango, Ms. Sumalayo Jackson or any qualified faculty member.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Not Applicable.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

None.

3. Text and supplementary materials to be used (Include publication dates):

Suggested Texts:

Joseph E. Harris, Global Dimensions of the African Diaspora (Washington D.C. Howard University Press, 1993).

Michael L. Conniff; Thomas J. Davis, Africans in the Americas: A History of the Black Diaspora (Blackburn Press, 2002).

Michael A. Gomez, Reversing Sail: A History of the African Diaspora (Cambridge: Cambridge University Press, 2005).

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school:

10-20-10

Date approved by the college curriculum committee:

11-10-10

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA:

03-03-11

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

581-2412

**Disability
Services**

<http://www.eiu.edu/~disablty/>

581-6583