ARIZONA STATE UNIVERSITY

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 African & African American Studies, School of Social Transformation

Prefix AFR Number 466 Title Peoples and Cultures of Africa

Is this a cross-listed course? Yes
If yes, please identify course(s) ASB 466 (Peoples and Cultures of Africa)

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 (Required)

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: Social-Behavioral Sciences-SB

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

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 (NS)
- 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):  Date:

Rev. 4/2015
Chair/Director (Signature): Mary Margaret Francisco
Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

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

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>Course is designed to advance basic understanding and knowledge about human interaction.</td>
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<td>2.</td>
<td></td>
<td>Course content emphasizes the study of social behavior such as that found in:</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>Anthropology, economic, cultural geography</td>
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<td>3.</td>
<td></td>
<td>Course emphasizes:</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
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<tr>
<td>☒</td>
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<td>OR</td>
</tr>
<tr>
<td>☒</td>
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<td>the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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<tr>
<td>4.</td>
<td></td>
<td>Course illustrates use of social and behavioral science perspectives and data.</td>
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</table>

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily 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.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
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<tbody>
<tr>
<td>AFR</td>
<td>466</td>
<td>Peoples and cultures of Africa</td>
<td>SB</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an anthropology course designed to provide an in-depth study of the diversity of African people and culture from an interdisciplinary perspective.</td>
<td>The course cover African societies that range from simple foraging and traditional ones to complex, industrialized 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, processes of change, and the impact and legacy of colonial rule. How relationships between men and women are contextualized and negotiated is also found throughout the course materials.</td>
<td>Module 1 deals with the geographical context and African diversity. Module 2 discusses about peopling of Africa - major developments in African prehistory, stone age, farming revolution, and settled communities. Module 3 is about traditional social and political organization. Here students learn about African family, kinship and non-kin, marriage, sex, and age, political and economic institutions. In Module 4, students learn about religion, music, art, and their relationships with African culture. Module 5 is on European and African - the contact period, European trade in Africa, Atlantic trade, European colonization, European legacy and social changes in Africa. Module 6 is about women in Africa, roles of women in society and changes through time. Modules 8, 9, 10 focuses on African nationalist movement, African economy and globalization, and African migration - particularly contemporary migrations.</td>
</tr>
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</table>
PEOPLES AND CULTURES OF AFRICA
AFR / ASB 466, AFR 598

Spring 2015
Class Time: T/Th 12:00 pm – 1:15 pm
Room: Tempe EDB L1-26

Instructor: Dr. Desi Usman
Office: African & African American Studies (Wilson Hall 156)
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 (Tuesday February 3). 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 in my office by 5pm on Tuesday February 3 hardcopy. 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 Thursday, April 16.

Examination

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.

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. Please, read below.

Academic honesty is expected of all students in all examinations, papers, 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. For more information, see http://provost.asu.edu/academicintegrity.

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.
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 everyday. 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 TAPING 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

**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98-100%</td>
<td>400-395</td>
<td>A+</td>
</tr>
<tr>
<td>95 avg</td>
<td>394-380</td>
<td>A</td>
</tr>
<tr>
<td>94-90 avg</td>
<td>379-360</td>
<td>A-</td>
</tr>
<tr>
<td>89-85 avg</td>
<td>359-340</td>
<td>B+</td>
</tr>
<tr>
<td>84-80 avg</td>
<td>339-320</td>
<td>B</td>
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<tr>
<td>79-77</td>
<td>319-308</td>
<td>B-</td>
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<tr>
<td>76-73</td>
<td>307-289</td>
<td>C+</td>
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<tr>
<td>72-70 avg</td>
<td>288-280</td>
<td>C</td>
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<td>69-66 avg</td>
<td>279-265</td>
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<td>&lt;66%</td>
<td>&lt;265</td>
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Texts/Reading Packet

Texts (All Required)

   ISBN: 978-1-58826847-1 (paper)

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

I. Introduction to Africa and Its Peoples

Tue: 1/13
- Introduction of students and instructor. Syllabus Review
- Goals and aims of the course
- Africa: Myths and Realities

Thu: 1/15
Africa: geographical diversities (peoples, countries, languages, etc.)
Readings:
* Gordon & Gordon, chps 1-2

Tue: 1/20
- Africa, geographical diversities contd.

Thu: 1/22

II The Peopling of Africa

Tue: 1/27
- Overview of major developments in African prehistory, Stone Age, Agricultural beginnings, and Iron Age
Readings:
* Gordon & Gordon, chp 3 (read p25-33)

Thu: 1/29
- Overview of major developments in African prehistory contd.
++ Map Quiz – 20 minutes

III Traditional Social and Political Organizations

Tue: 2/3
- 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’

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

Thu: 2/5
- Family and Kinship contd.
+ 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

Tue: 2/10
- Traditional political and economic institutions

Thu: 2/12
- Traditional political and economic institutions contd.

Tue: 2/17
- Traditional political and economic institutions contd
Thu: 2/19
VIDEO: Africa: The Legacy of Lifestyles (Ali Mazrui)

Sat 2/21- Sun 2/22
++ Test 1 – AVAILABLE ONLINE (Blackboard)
(This exam will cover lectures from January 13 through February 19). Test
will be available online from 7am Saturday 2/21 to midnight Sunday 2/22

IV. Religion, Art, Music & Culture

Tue: 2/24
--- Religion in Africa
Readings:
* Gordon & Gordon, chp 11
+ Dele Jegede, ‘Art,’ (pp. 66-88)
+ African music – Steven Salm

Thu: 2/26
-Religion contd.

Tue: 3/3
- Art and culture.

Thu: 3/5
- Art and culture
- Video: ‘West African Dogon Masks Documentary by BBC.’
www.youtube.com
+ VIDEO: African Art (blackboard)

Spring Break – March 8-15: Class Excused

Tue: 3/17
- Music, Dance & Culture
V Europe and Africa

Thu: 3/19
- 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: 3/24
- Atlantic slave trade and slavery, abolition of slave trade, impact and challenges

Thu: 3/26
- The partition of Africa, African reaction, colonial rule

Tue: 3/31
- Impact of colonialism, Social Change in Africa

Thu: 4/2
++ Discussion: The River Between (Ngugi wa Thiongo)

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

VI Women in Africa

Tue: 4/7
- Women in Africa, roles of women in society and changes
Readings
* Gordon & Gordon, chp 10
+ Igbo women – Judith Allen
Thu: 4/9
- VIDEO: Asante Market Women (shown in class)

VII  African Nationalist Movements

Tue: 4/14
- European settlements, apartheid, nationalist movements, protests, black majority rule
Readings
+ South Africa- Patrick Furlong
+ Mau Mau – Bruce Berman

VIII  African Economy and Globalization

Thu: 4/16
- African mineral resources and development
Readings:
* Gordon & Gordon, chp. 5

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

Tue: 4/21
IX  African Population, Urbanization

- population, urbanization, AIDS
Readings:
* Gordon & Gordon, chp 7

Readings: as above

X  African Migrations: Recent

Tue: 4/28
+ Usman & Falola – Introduction
+ Nuer-American – Diana Shandy
Thu: 4/30
Class Round-up
Discussion/Revision

Tue 5/5 and Wed 5/6
++ Test 3 ONLINE (from materials covered from 4/7 through 4/30)
Time: Test available from 7am on May 5 to midnight on May 6.

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

Important DUE Dates

- Paper Topic: Tuesday February 3
- Final Paper (Hardcopy): Thursday April 16
Nicol Wa Thiongo was born in Limuru, Kenya, in 1938. He
In the Kikuyu area the term of Kikuyu is used correctly for the people and language of the Kikuyu area.
Heinemann

INTRODUCTION BY KENNETH W. HARLOW

BY MODUPE BODE-THOMAS
TRANSLATET FROM THE FRENCH

SO LONG A LETTER

MARIA BY
has had upon subsequent generations of African women
enduring figure for the consolidation of ideals. This novel
explores themes of family, identity, and the challenges faced
by women in the quest for freedom. The novel was a
landmark in African literature and continues to influence
readers worldwide.

Novels by Miriam D. H. Frank

For Further Reference

Philippine Record 6 (1980), 204-14


An account of the life of a mother and her daughter. The
novel explores themes of identity, family, and the
cultural heritage of the African Diaspora. It is a
powerful reminder of the resilience of the human spirit.

For Further Reference

Philippine Record 6 (1980), 204-14

Components of society and the female traditions in the period of

The process of deconstructing the family of the 19th century, also a

These conflicting processes are reoccurring and paramount

orders of other nations and regions.

of the conflict between the modern and the traditional, the

does much more than focus on the issue of the family

impact on the society in matters of the economy and the

The concept of the African urbanization is new, as it not too much to

sufficiently well developed and in this sense it does not

hierarchy of the African society. It is a full reflection of

in Africa, the woman came to fill the gaps after

by two decades ago, "the old and the traditional" are

endow Aborn's Kwasi Bey in X-the art of the antithesis. As

the New African woman was governed simply by comfort

Burroughs Emberson's "New Woman: (1938). The modern

The argument presented in this page is focused on the role of education in the development of women. The author discusses the historical context of women's education, emphasizing the importance of formal schooling in empowering women. The text critiques the traditional gender roles and the systemic barriers that have historically limited women's access to education. It highlights the need for a more inclusive educational system that recognizes and addresses the unique challenges faced by women.

The discussion is framed within the broader context of social and cultural changes, particularly those that have taken place over the past few decades. The author argues for a more equitable distribution of educational resources and opportunities, advocating for policies that support women's education. The text also touches upon the role of education in fostering economic independence and reducing gender inequalities.

Throughout the page, the author employs a critical perspective, drawing on empirical evidence and personal anecdotes to illustrate the points made. The writing style is clear and concise, aiming to engage the reader with a compelling narrative that underscores the importance of education for women's empowerment.

The page concludes with a call to action, emphasizing the need for collective effort to overcome the barriers to women's education. The author encourages readers to consider the implications of education on society as a whole, highlighting the potential for educational initiatives to drive positive change.