

April 19, 2006

TO: Vice President Anne Gormly

FROM: Funke Fontenot

SUBJECT: SoLAS Curriculum & Instruction Committee Actions Needing Further Review

The School of Liberal Arts & Sciences C&I Committee met on April 7, 2006 to consider several proposals for changes in the curriculum. Among those considered and approved was a proposal from the Interdisciplinary Studies Program/Africana Studies Program for AFST 2010 (Introduction to African Studies), and BLST 2010 (Introduction to Black Studies) to be included in Area C, Arts in Society section of the Core Curriculum (see pages 2-14).

The rationales for the proposed changes are stated in the body of the proposal as indicated in the page references above. Eustace Palmer proposed the items at the meeting. The items need senate approval and have been forwarded to Tanya Goette for inclusion on the academic governance agenda.

Thank you for considering our recommendations. Please call if you have any questions.

FF/alp

Electronically Copied to: Dean Beth Rushing  
SoLAS Department Chairs  
SoLAS Curriculum & Instruction Committee

## **REQUEST FOR INCLUSION OF AFST 2010 AND BLST 2010 IN THE CORE CURRICULUM**

From: The Africana Studies Program  
(Interdisciplinary Studies)

To: The Curriculum & Instruction Committee, GCSU

The Africana Studies Program submits the accompanying proposals for the inclusion of AFST 2010, Introduction to African Studies, and BLST 2010, Introduction to Black Studies, in Areas C, Arts in Society, of the Core Curriculum. Both courses fit within the context of GCSU's liberal arts mission, which is partly to promote appreciation of diversity among its students, and are in accordance with the USG's articulation of the Common Student Learning Outcomes for Area C, Arts in Society, of the Core Curriculum viz:

**111. Cultural and Social Perspectives: Cultural and social perspectives will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationships; and flexibility, open-mindedness, and tolerance.**

Eustace Palmer,  
Coordinator, Africana Studies Program  
Sunita Manian, Coordinator, Interdisciplinary Studies

**GEORGIA COLLEGE & STATE UNIVERSITY  
INTERDISCIPLINARY STUDIES**

**Requested to satisfy Core Area “Arts in Society,” Area C.**

**Course Subject/Prefix: AFST**

**Course Number: 2010**

**Course Title: INTRODUCTION TO AFRICAN STUDIES**

**Credit Hours: 3 Hours**

**Course Prerequisites: none**

**Course Co-requisites: none**

The course fits within the context of GCSU’s liberal arts mission which is partly to promote appreciation of diversity among its students. It is also in accordance with the USG’s articulation of the Common Student Learning Outcomes for Area C, Arts in Society, of the Core curriculum viz:

**111. Cultural and social perspectives: Cultural and social perspectives will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social, political/economic systems; human and institutional behavior, values and belief systems; historical and spatial relationship; and flexibility, open-mindedness, and tolerance.**

**Detailed Syllabus/Course Schedule**

**Instructor** : **Dr. Eustace Palmer**  
(with guest lectures from other professors  
With expertise in the area)

**Office** : **A&Sc. 306**

**Office Hours** : **M – F, 1 – 2pm**

**Office Phone** : **445-5557**

**Home Phone** : **452-2494**

**E-mail** : **[eustace.palmer@gcsu.edu](mailto:eustace.palmer@gcsu.edu)**

**REQUIRED TEXTS**

Gordon, April and Donald Gordon. Eds. *Understanding Contemporary Africa*. Boulder, Co.: Lynne Rienner, 1996.  
Achebe, Chinua. *Things Fall Apart*. New York: Anchor Books, 1959.

**COURSE DESCRIPTION**

“Introduction to African Studies” is an interdisciplinary survey course that will look at various aspects of the African experience with a view to enhancing students’ knowledge and understanding of Africa. It will discuss the rationale for African Studies and then look at African life during the various periods of the African experience: the pre-colonial, the colonial, and the post-colonial. It will pay attention to History, Political Systems, Social Systems, Religion and Worldview, the Position

of Women, Education, Economic Development, Health and the Environment, Literature, Music, and Art. In addition to the lectures, movies and videos will be shown, and at least one creative work, Achebe's *Things Fall Apart*, will be used to illustrate some of the issues. Students will also have the opportunity of seeing at least one performance of African music and dance.

## **SYLLABUS/COURSE SCHEDULE**

Course Introduction, the rationale for African Studies,  
The Geography of Africa, Pre-colonial African History,  
the Slave Trade

Imperialism, the Rise of African Nationalism and the  
Drive towards Independence

The Achievement of Independence, Post-independence

Pre-colonial Political Systems,  
Political Organization under Imperialism  
Political Organization at Independence

Multi-party systems, One-party systems, Benevolent Dictatorships  
Military Rule, Civil Wars, the Move towards Democracy

African Traditional Social Systems; Kinship, Marriage and Family;  
Rites of Passage;  
Consequences of Urbanization

Mazrui's video on Religion  
Religion and Worldview; Traditional Religion, Islam, Christianity

Video on the Position of Women in Africa  
Women in Pre-colonial and Traditional society  
Female Circumcision

The Changing Roles of Women  
Women in Business, Politics, Sport, Education

Education in Pre-colonial Africa, the Role of the Oral Tradition,  
Informal Education  
Education under Imperialism, Religion and Education,  
Post-colonial Educational Systems, Higher Education in Africa

Pre-imperialist Economic Activity, the African Economy under Imperialism

Post-independence Economic Malaise, Poverty

Strategies for Recovery, Structural Adjustment Policies, the World Bank,  
the IMF, Globalization  
African Technology

African Health Issues  
AIDS

Africa's Environmental Problems

African Art  
African Music

Survey of the Development of African Literature,  
African Traditional literature, the Oral Tradition

Discussion of *Things Fall Apart*  
Discussion of *Things Fall Apart*

## **EXPECTED COURSE OUTCOMES**

As a result of taking this course students should be able to do the following:

- Appreciate the contribution of the African continent to world history and development;
- Respond to and appreciate various forms of African culture such as Art, Music, and Literature;
- Be aware of some of the complex Economic, Social, Political, Health and Environmental problems facing the continent;
- Recognize the special aspects of the African worldview, especially in the contexts of religion and philosophy, and its difference from Western attitudes;
- Appreciate the diversity of the African continent;
- Be able to distinguish the myths from the realities of the African situation.

## **ASSIGNMENTS**

There will be an issue paper, a research project (country project), a midterm test and a final examination.

## **ISSUE PAPER**

The issue paper will be an essay based on one of the issues discussed during the first half of the semester. The due date will be indicated in the course schedule. It should be between five and eight typed pages and should make use of documented sources. The topic of the paper will be developed in consultation with the instructor. In

grading the essay, the instructor will pay attention to organization, knowledge of the facts, quality of the argument, grammar and style.

### **COUNTRY PROJECT**

Each student will be expected to do thorough research on one of the issues discussed in the second half of the course as it affects a particular country. The resulting research paper will consist of two parts: the first part will give a general account of the country, and the second part will discuss, in detail, how the chosen issue affects the country. Sources used must be properly documented and the paper must be between six and ten pages long.

### **MIDTERM TEST**

The midterm test will be on issues discussed up to that point in the semester. It will consist of two parts: part one will ask questions requiring short answers, and part two will consist of essay-type questions. Even though the essay type answers will be written in class, the instructor will still pay attention, in grading them, to organization, grammar, quality of the argument and knowledge of the facts.

### **FINAL EXAMINATION**

The final examination will deal with issues discussed since the midterm test and, like the midterm test, will consist of two parts: a first part requiring brief answers, and a second part requiring essay-type answers.

### **EXTRA-CURRICULAR EVENTS**

In addition to the classes, there will be a rich program of African cultural events during this semester, and students are required to attend these. The events include a festival of African films, public lectures on African issues, and performances of African music and dance.

### **SEMAU**

The World Regional Council for Africa of the University System of Georgia usually holds an annual simulation of the annual meeting of the Heads of State of the African Union which is sponsored by the Board of Regents and the Council for International Education. GCSU usually participates in the SEMAU and students will be encouraged to participate in this conference if it is held when the course is offered. Further details will be given.

### **PARTICIPATION**

The grade for participation will be computed on the basis of class attendance, attendance at the cultural events, and participation in SEMAU when it is held. Class attendance will count for 5% of the participation grade and participation in the other events will count for the remaining 10%.

## **ATTENDANCE POLICY**

Attendance is mandatory. Students who are absent more than four times without official excuses will be automatically dropped from the course with an F. For this purpose, an official excuse is defined as one that has been authenticated by the Office of the Vice President for Academic Affairs. Other absences may be excused at the discretion of the instructor, but it must be noted that illness, even if documented by a doctor's report, will not automatically lead to an excused absence. Tests or assignments missed as a result of unexcused absences cannot be made up. The grade for participation will reflect attendance.

## **DISRUPTIONS**

Late arrival for class and departure before the end of the class are extremely disruptive. Please try to arrive on time. Students who arrive more than ten minutes after the roll call will be marked absent. Departure before the end of class will be definitely discouraged. Please turn off all cell phones before the class starts. Anyone whose cell phone comes on during the class will get no grade for participation.

## **COURSE ORGANIZATION**

Although we will do our best to adhere to the course schedule, it must not be regarded as having been set in stone; the instructor will reserve the right to make slight changes if necessary. For instance, the instructor will be bringing some guest speakers who are experts on some of the issues. The names of the guest speakers will be indicated in due course. The guest speakers may wish to speak on dates other than those indicated on the schedule for those aspects of the course, and the necessary changes will be made.

## **GRADING CRITERIA**

Student learning will be assessed through written responses to specific topics. Assessment will be based on the following criteria:

Ability to

- \*Respond to the assigned topic in the specific way;
- \*Write clearly and correctly;
- \*Ensure that the argument is focused, well organized, coherent, logically developed, and well illustrated;
- \*Demonstrate knowledge of relevant facts and integrate these meaningfully into essays.

## **EVALUATION**

The final grade will be computed as follows:

Issue paper : 20%

Midterm test	:	20%
Research project	:	25%
Final examination	:	20%
Participation	:	15%

A = 90+  
 B = 80-89  
 C = 70-79  
D = 60-69  
 F = 0-59

#### FEEDBACK

Prior to mid-semester, students will receive feedback on their academic performance in this class.

#### FIRE DRILL

A fire drill might be held during the semester. In the event of a fire alarm signal, students will exit the building in a quick and orderly manner through the nearest hallway exit. This means that they must learn the floor plan and exits of the Arts and Sciences building. Do not use elevators. Crawl on the floor if there is heavy smoke, and assist disabled persons and others if possible. Finally, assemble for a head count on the front lawn of main campus.

#### DISABILITY STATEMENT

Students who need to have special arrangements made due to a physical or learning disability should notify the instructor as soon as possible.

#### **Catalogue Description**

##### AFST 2010. INTRODUCTION TO AFRICAN STUDIES

A survey of the important issues in the African experience. Topics could include the justification for African Studies, history, economic development, political systems, social systems, the position of women, literature, religion and world view, art, health, Africa's place in the world, and the environment.



**GEORGIA COLLEGE & STATE UNIVERSITY**  
**INTERDISCIPLINARY STUDIES**

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**Requested to satisfy Core Area C “Arts in Society”**

**Course Subject/Prefix: BLST**

**Course Number: 2010**

**Course Title: INTRODUCTION TO BLACK STUDIES**

**Credit Hours: 3 Hours**

**Course Prerequisites: none**

**Course Co-requisites: none**

The course fits within the context of GCSU’s mission which is partly to promote appreciation of diversity among its students. It is also in accordance with the USG’s articulation of the Common Student Learning Outcomes for Area C, Arts in Society, of the Core Curriculum viz:

**111. Cultural and Social Perspectives: Cultural and social perspectives will be characterized by cultural awareness and the understanding of the complexity and dynamic nature of social /political/economic systems; human and institutional behavior, values and beliefs systems; historical and spatial relationships; and flexibility, open-mindedness, and tolerance.**

**Detailed Syllabus/Course Schedule**

**Instructor** : **Dr. Eustace Palmer (or Dr. Beauty Bragg)**  
with guest lectures from other professors with expertise in the area  
**Office** : A & Sc. 306  
**Office Hours** : **10 – 11am M – F**  
**Office Phone** : **445-5557**  
**Home Phone** : **452-2494**  
**E-mail** : **eustace.palmer@gcsu.edu**

## **COURSE DESCRIPTION**

The course is a historical survey of the experiences of peoples of African descent in Africa, North America, and the Caribbean. Its objective is to get students to appreciate and understand those experiences. We will pay attention to historical, political, and sociological issues; music, art, literature, religion, and women's issues; and contributions to science, business, and film.

## **REQUIRED TEXTS**

Azevedo, Mario. Ed. *Africana Studies*. Durham, NC: Carolina Academic Press, 1998.  
Achebe, Chinua. *Things Fall Apart*. New York: Anchor Books, 1994

## **DETAILED SYLLABUS/COURSE SCHEDULE**

Course Introduction, the rationale for Black Studies  
Topics in African History

Africa and Slavery  
Empire and Colonialism in Africa

Slavery in America  
African Americans and the Civil War  
Movie: Glory

Movie: Glory  
Reconstruction

Pioneers of Civil Rights: Booker T. Washington  
W.E.B. Du Bois, Marcus Garvey  
The Civil Rights Movement

African Americans in Politics  
Topics in Caribbean History and Culture

The African Road to Independence

Traditional African Literature  
Modern African Literature

Discussion of *Things Fall Apart*  
The Harlem Renaissance

African American Literature  
Twentieth Century African American Art

Contemporary Life in Africa: Politics and  
Development  
Traditional and Modern African Art

Religion in Africa and the African Diaspora  
Twentieth Century African American Music  
“Jazz”

Movie: “A Raisin in the Sun”  
Movie: “A Raisin in the Sun”

Discussion of “A Raisin in the Sun” and Racial Issues in America  
African American Women and Family Issues

African Women and Family Issues  
Student presentations

### **OBJECTIVES AND EXPECTED STUDENT LEARNINGS OUTCOMES:**

As a result of this course, the student will be able to do the following:

\*Distinguish the experiences of peoples of African descent in various parts of the African Diaspora in the past and the present;

\*Recognize the contribution of peoples of African descent to world culture and civilization;

\*Articulate written critical argument and analysis based on sound knowledge of the experiences of peoples of African descent;

\*Be more aware of cultural diversity.

### ASSIGNMENTS

There will be an essay, a midterm test, a research project, and a final exam.

The essay will be based on one of the issues covered during the first half of the semester. The midterm test will cover issues dealt with up to the

end of week VII. The research project will be a major project undertaken during the whole of the semester on a subject of the student's choice.

Subjects will be determined in consultation with the instructor. Students

Will be required to submit their plan of work and proposed references for the research project by midterm.

The class will be divided into two groups, a Tuesday group and a Thursday group, and on each day, each member of that particular group must come prepared with two paragraphs on the topic of the day based on the readings and on newspaper and other media reports. This assignment will be graded on a pass/fail basis. However, it will be used to assess the participation grade. In addition, each member of the class must choose a topic on which he or she will do a brief oral presentation lasting for about five minutes. Though the presentation will be oral, a written summary must also be submitted. The written summary should be no more than one page in length. The presentation will be graded. The final examination will cover issues discussed since the midterm test.

#### ATTENDANCE

Attendance is mandatory. Students who are absent more than four times without official excuses will be automatically dropped from the course with an F. An official excuse is one that has been authenticated by the Office of the Vice President for Academic Affairs. Other absences may be excused at the discretion of the Instructors. The grade for participation will reflect attendance as well as actual participation in the discussion in class.

#### COURSE ORGANIZATION

Generally, the instructor will adhere to the course schedule. However, it may be necessary to make slight alterations or adjustments from time to time, particularly to accommodate the convenience of guest speakers who will be invited to speak on their areas of expertise.

### **PLAGIARISM/HONOR CODE**

In writing your essays, please ensure that you avoid plagiarism. Plagiarism is an offense punishable according to the Honor Code of this university. For further information about the Honor Code, particularly as it relates to plagiarism, you can go to the web at <http://www.gcsu.edu/students.Html>.

### **DISRUPTIONS**

Late arrival for class and departure before the end of class are extremely disruptive. Please try to arrive on time. Students who arrive more than ten minutes after the roll call will be marked absent. Departure before the end of the class will be definitely discouraged. All cell phones should be turned off before class starts. Anyone whose cell phone comes on during the class will get no grade for participation.

### **FEEDBACK**

Prior to mid-semester, students will receive feedback on their academic performance in this course.

### **GRADING CRITERIA:**

Student learning will be assessed through quizzes and written responses to specific topics.

Assessment will be based on the following criteria:

Ability to

\*Give factual feedback that agrees with information in the readings and lectures;

\*Respond to the assigned topic in the specified way;

\*Present the material in clear, correct English;

\*Present analysis and argument that is focused on a clear thesis, coherently and logically developed, and concretely supported.

#### GRADING

Essay : 20%

Midterm test : 20%

Research project : 20%

**Oral presentation : 10**

**Participation : 10**

**Final examination : 20%**

#### OTHER ACTIVITIES

The Africana Studies Program and the office of Diversity and Multicultural Affairs will be sponsoring a number of activities during the semester. Students must endeavor to attend and, if possible, participate in these programs. Students will be required to attend certain specific programs and write brief responses to these in lieu of the short paragraphs on the readings. The responses will count towards the participation grade. Students might also be asked to share their experience of these programs during the classes.

### **PARTICIPATION**

A grade will be given for participation, and it will be based on attendance, actual participation during discussion in class, attendance at the Africana Studies and Multicultural Affairs activities, and the brief summaries given by Tuesday and Thursday groups.

#### FIRE DRILL

A fire drill might be held during the semester. In the event of a fire alarm signal, students will exit the building in a quick and orderly manner through the nearest hallway exit. This means that they must learn the floor plan and exits of the Arts and Sciences building. They must not use elevators, must Crawl on the floor if there is heavy smoke, and assist disabled persons and others, if possible. Finally, students will assemble for a head count on the front lawn of main campus.

**DISABILITY STATEMENT**

Any member of the class who needs to have special arrangements made due to a physical or learning disability must notify the instructors as soon as possible.

**Catalogue Description**

BLST 2010. Introduction to Black Studies (3-0-3)

A historical survey of the experiences of people of African descent in Africa, the Americas, and the Caribbean.

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