

13-21c.

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: <del>12-95c</del>	Senate Action Date: App-10/8/13
LSC Action-Date: AP-3/7/13	UWUCC Action-Date: App-9/17/13	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Sarah Neusius or Amanda Poole	Email Address sawn@iup.edu or pooleab@iup.edu
Proposing Department/Unit Anthropology	Phone 7-2133 or 7-2735 or 7-2841

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: ANTH 271 Cultural Area Studies: Africa

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship                       Information Literacy                       Oral Communication  
 Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

3. Other Designations, as appropriate

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change                       Program Revision                       Program Title Change                       New Track  
 New Degree Program                       New Minor Program                       Liberal Studies Requirement Changes                       Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Sarah Neusius</i>	1/31/13
Department Chairperson(s)	<i>Amanda Poole</i>	1/21/13
College Curriculum Committee Chair	<i>Frank Perry</i>	2/13/13
College Dean	<i>Frank Perry</i>	2/27/13
Director of Liberal Studies (as needed)	<i>David H. Pugh</i>	8/28/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	9/17/13

Received

AUG 28 2013

Liberal Studies

Received

FEB 27 2013

Liberal Studies

## **1. Catalog Description and Syllabus of Record**

### **Current Catalog Description**

#### **ANTH 271 Cultural Area Studies: Africa**

**3c-01-3cr**

Explores the cultural diversity of the continent of Africa. The first unit examines the historical processes which shape modern society, including the formation of indigenous African empires, the evidence for trade routes, slave trading, and colonialism. The second unit examines the nature of African traditional societies, including analyses of forager and agricultural groups. The last unit covers issues of contemporary development in Africa such as famine and agricultural policy, the status of women in economic development, and apartheid. Reading includes ethnographic and historical accounts of African society as well as selections by African writers on the issues of contemporary society.

### **Proposed Catalog Description:**

#### **ANTH 271 Cultural Area Studies: Africa**

**3c-01-3cr**

Critically evaluates media headlines about African issues, and reaches beyond these headlines to appreciate the complexity and diversity of people's lives in sub Saharan Africa and the diaspora. Course readings, assignments, and ethnographic films explore the nature of anthropology research in Africa, the impact of colonialism on social and political life, and the contemporary struggles of people to define their place in local, national, and global communities. Readings include ethnographic, historical, and popular accounts, as well as selections by African writers on issues of contemporary society, such as wildlife conservation, resource extraction, post-conflict development, food aid, and refugee relief and resettlement.

**Rationale:** The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program and advances in anthropological theory and perspectives.

**ANTH 271 Cultural Area Studies: Africa  
Syllabus of Record**

**I. Catalog Description**

**ANTH 271 Cultural Area Studies: Africa**

**3 class hours  
0 lab hours  
3 credits  
(3c-0l-3cr)**

**Prerequisites:** None

Critically evaluates media headlines about African issues, and reaches beyond these headlines to appreciate the complexity and diversity of people's lives in sub Saharan Africa and the diaspora. Course readings, assignments, and ethnographic films explore the nature of anthropology research in Africa, the impact of colonialism on social and political life, and the contemporary struggles of people to define their place in local, national, and global communities. Readings include ethnographic, historical, and popular accounts, as well as selections by African writers on issues of contemporary society, such as wildlife conservation, resource extraction, post-conflict development, food aid, and refugee relief and resettlement.

**II. Course Outcomes:**

By the end of the semester, students will be able to:

**Objective 1:** Identify and critique common mis-representations of Africa

**Expected student learning outcomes 1, 2 and 3**

Informed, Empowered, and Responsible Learners

**Rationale:**

Course readings and assignments will require students to describe and critique prevalent stereotypes of African people and places. In doing so, students will be prompted to think critically about news articles, films, and even the use of African-based examples in popular text books. They will be prompted to explore the formation and perpetuation of these stereotypes in a historical and global perspective that links their lives and worldviews to African issues.

**Objective 2:** Draw from specific case studies to explain broad trends in sub-Saharan African culture and politics since the colonial era

**Expected student learning outcomes 1 and 2**

## Informed and Empowered Learners

### **Rationale:**

Assignments will ask students to explore phenomena (like the process of decolonization, state society relations, or globalized regimes of resource extraction) from the vantage point of selected regions in Africa. These projects will consequently expose students to global dynamics from various African perspectives, and prompt them to think critically about the nature and impacts of global markets, culture, and political dynamics on various African communities.

**Objective 3:** Detail the role that anthropology research in Africa has played in forming and challenging theories of culture, development, and globalization

### **Expected student learning outcomes 1 and 2**

## Informed and Empowered Learners

### **Rationale:**

Course readings, group discussions, and lectures will address the role of Africa in producing social-cultural theory.

Consequently, students will be asked to reflect on changing understandings of 'culture', 'society', and 'globalization' while exploring the interrelationships between academic disciplines and African centers of learning and research.

**Objective 4:** Apply anthropological perspectives and questions as tools to think critically about contemporary social issues in sub-Saharan Africa

### **Expected student learning outcomes 1 and 3**

## Informed and Responsible Learners

### **Rationale:**

Assignments will ask students to explore the links between their lives and contemporary issues of governance, resource extraction, and environmental issues in specific areas of sub-Saharan Africa. Ideally, these case studies will challenge students to develop more nuanced lenses through which to understand interconnections, accountability, and agency in relation to pressing contemporary challenges.

## III. Course Outline

### **Unit 1. Building an Analytical Framework (8 hours)**

- A. Popular representations of Africa, questioning our assumptions

- B. The African Renaissance vs. the Coming Anarchy: Analyzing competing visions of African society
- C. Africa in pre-colonial and geographic context
- D. Triangular trade and the scramble for Africa
- E. The beginnings of Anthropology in Africa: methods and theory-building

**Unit 2. Questioning 'Tribalism' (6 hours)**

- A. From tribe to ethnicity in social theory
- B. The invention of tradition in colonial Africa
- C. Indirect and direct rule in colonial Africa
- D. Investigating legal pluralism in contemporary Africa (Case study: Women's legal rights in Cameroon)

**Unit 3. Power and politics (6 hours)**

- A. The African state and political imagination
- B. The political legacy of decolonization
- C. Understanding corruption (Case study: The culture of corruption in Nigeria)

**Unit 4. Art and literature (6 hours)**

- A. From oral to written literature
- B. African musical traditions
- C. The role of music in social movements (Case studies: Hip hop in urban Nairobi, and music during the anti-Apartheid movement in South Africa)

**Unit 5. Contemporary development issues (8 hours)**

- A. The environment
  - a. Understanding developmentalism, high modernism, and the rise of NGOs
  - b. Conservation: People and nature
  - c. Deforestation
  - d. Petro-politics and extractive economies
- B. Sex, gender, and economic development
  - a. Fertility and family planning
  - b. Women in development
- C. Health and humanitarian aid
  - a. Public health, development aid, and structural violence
  - b. Refugee relief and resettlement

**Unit 6. The African Diaspora (6 hours)**

- A. Pan-Africanism

- B. Refugee resettlement in the United States
- C. Transnational citizens
- D. Activism and African issues – Our responsibility to see, understand, and act on inter-connections between Africa and the U.S.

**In-Class Exams** (2 hours)

**Final Exam** (2 hours)

#### **IV. Evaluation Methods**

- 1.) **(50%) EXAMS** - Two exams will be given during the semester. Each will consist of multiple-choice, short answer or essay questions. Each will be worth 25% of the final grade and will cover the major sections of the course
- 2.) **(6%) MAP QUIZ** – Students will identify countries in sub-Saharan Africa and their former colonial powers.
- 3.) **(14%) EXERCISES** - A total of 7 exercises will be assigned during the semester. All 7 will count in the class grade. For some exercises students will work in groups in the classroom.
- 4.) **(30%) TERM PROJECT** – During the course of the semester, there will be 3 paper assignments asking students to reflect on a particular topic or issue from the perspective of a specific region or country. At the end of class, these papers will be submitted as a portfolio, along with a concluding essay.

#### **V. Grading Scale**

Grading scale: A 90-100 B 80-89 C 70-79 D 60-69 F 59 and below

#### **VI. Undergraduate Course Attendance Policy**

The attendance policy will follow the Undergraduate Course Attendance Policy as outlined in the undergraduate catalog.

#### **VII. Below are sample core texts from which faculty may select:**

1. Gordon, A. and D. Gordon. 2012. *Understanding Contemporary Africa*. NY: Lynne Rienner Pub.
2. Grinker, R. et.al. 2010. *Perspectives on Africa: A Reader in Culture, History, and Representation*. NY: Wiley Blackwell.

3. Keim, Curtis. 2009. *Mistaking Africa: Curiosities and Inventions of the American Mind*. CO: Westview Press.

#### **Supplemental/Non-textbook reading (Examples)**

- 1) Cliggett, Lisa. 2005. *Grains from Grass: Aging, Gender, and Famine in Rural Africa*. Ithaca and London: Cornell University Press.
- 2) Coulter, Chris. 2009. *Bush Wives and Girl Soldiers: Women's Lives through War and Peace in Sierra Leone*. Ithaca and London: Cornell University Press.
- 3) Eggers, D. 2006. *What is the What? The Autobiography of Valentino Achak Deng*.
- 4) Hammond, Laura. 2004. *This Place Will Become Home: Refugee Repatriation to Ethiopia*. Ithaca and London: Cornell University Press.
- 5) Igoe, Jim. 2004. *Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota*. Belmont, CA: Thomson Wadsworth.
- 6) Smith, Daniel. 2008. *A Culture of Corruption: Everyday Deception and Popular Discontent in Nigeria*. Princeton: Princeton University Press.

#### **VIII. Special Resource Requirements**

None

#### **IX. Bibliography**

Appiah, 1992. *My Father's House: Africa in the Philosophy of Culture*, UK: Oxford University Press.

Bates, R., Mudimbe, V. and J. O'Barr. 1993. *Africa and the Disciplines*. Chicago: University of Chicago Press.

Chernoff, 1979. *Music in Africa* Chicago: Chicago University.

Cliggett, Lisa. 2005. *Grains from Grass: Aging, Gender, and Famine in Rural Africa*. Ithaca and London: Cornell University Press.

Comaroff, J and J. Comaroff. 2011. *Theory from the South: Or, How Euro-America is Evolving Toward Africa (The Radical Imagination)* Paradigm Publishers.

Cooper, Frederick. 2002. *Africa Since 1940: The Past of the Present* Cambridge: Cambridge University Press

Copeland-Carson, Jacqueline. 2004. *Creating Africa in America: Translocal Identity in an Emerging World City*. Philadelphia: University of Pennsylvania Press.

Coulter, Chris. 2009. *Bush Wives and Girl Soldiers: Women's Lives through War and Peace in Sierra Leone*. Ithaca and London: Cornell University Press.

Dangarembga, T. 2004. *Nervous Conditions*. NY: Lynne Rienner Publishers

Donham, D. 1999. *Marxist Modern: An Ethnographic History of the Ethiopian Revolution*. CA: University of California Press.

Eggers, D. 2006. *What is the What? The Autobiography of Valentino Achak Deng*.

Fairhead and Leach. 1996. *Misreading the African Landscape*. UK: Cambridge University Press.

Ferguson, James. 2006. *Global Shadows: Africa in the Neoliberal World Order*. NC: Duke University Press.

Ferguson, James. 1999. *Expectations of Modernity*. CA: University of California Press.

Gordon, A. and D. Gordon. 2012. *Understanding Contemporary Africa*. NY: Lynne Rienner Pub.

Grinker, R. et.al. 2010. *Perspectives on Africa: A Reader in Culture, History, and Representation*. NY: Wiley Blackwell.

Hammond, Laura. 2004. *This Place Will Become Home: Refugee Repatriation to Ethiopia*. Ithaca and London: Cornell University Press.

Hutchinson, Sharon Elaine. 2002. "Nuer Ethnicity Militarized" In *The Anthropology of Politics: A Reader in Ethnography, Theory, and Critique*. Ed. J. Vincent.



Igoe, Jim. 2004. *Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota*. Belmont, CA: Thomson Wadsworth.

Kaplan, R. 1994. "The Coming Anarchy: how scarcity, crime, overpopulation, and disease are rapidly destroying the social fabric of our planet," *The Atlantic Monthly* (February 1994): 44-76.

Keim, Curtis. 2009. *Mistaking Africa: Curiosities and Inventions of the American Mind*. CO: Westview Press.

Mandela, Nelson. 1994. *African Renaissance*. Speech delivered at the Organization of African Unity meeting of heads of state on June 13, 1994.

Ngugi wa Thiong'o. 1982. *Detained: A Writer's Prison Diary*. NY: Heinemann.

Schroeder, Richard. 1997. "Re-claiming land in the Gambia: Gendered Property Rights and Environmental Intervention" *Annals of the Association of American Geographers* 87(3): 487

Scott, James C. 1999. *Seeing Like a State*. NH: Yale University Press.

Shatzberg. 2001. *Political Legitimacy in Middle Africa*, Bloomington: Indiana University Press.

Smith, Daniel. 2008. *A Culture of Corruption: Everyday Deception and Popular Discontent in Nigeria*. Princeton: Princeton University Press.

Shillington, K. 2005. *History of Africa*. Palgrave Macmillan.

Wainaina, Binyavanga. 2005. "How to write about Africa" *Granta* 92, Winter.

## **2. SUMMARY OF PROPOSED REVISIONS**

- a. Catalog description changed
- b. Revision of course objectives
- c. Updating of the bibliography
- d. Updating course outline

### **3. RATIONALE**

- a. The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program and advances in anthropological theory and perspectives.
- b. Specifically with respect to Global and Multicultural Awareness, this course is designed to empower students to re-evaluate stereotypes about Africans, to explore African history and politics from African viewpoints, to evaluate the role of anthropology in forming and challenging theories about African culture and globalization, and finally, to think critically about African social issues today.
- c. The bibliography has been updated to reflect recent scholarship in Anthropology and African Studies.
- d. The course outline has been revised to reflect the organization of recent scholarship into sequential themes.

### **4. Assignment instructions for one major course assignment and grading rubric.**

#### **Paper: “Speechless Emissaries in Contemporary Refugee Crises”**

##### **Assignment Instructions**

For next week, you will be reading the article “Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization” written by Liisa Malkki. In this article, Malkki argues that humanitarian intervention in the Burundi and Rwanda refugee crises during the early 1990s served to dehistoricize and depoliticize refugee situations, with multiple consequences on the lives and futures of the people that come to occupy the category of 'refugee'. This article describes the humanitarian aid situation a little more than a decade ago, in Central Africa. Does the same argument hold true for representations and interventions into the current refugee crises in Africa? You will be addressing this broader question in a short response homework assignment that requires you to carefully read Malkki's article and apply her ideas to both a self-selected news article and to the website of the UNHCR (the main UN organization charged with humanitarian intervention in refugee situations).

**Question 1:** In the section beginning on page 385 entitled “Refugees as Objects of Humanitarian Intervention”, Malkki argues that refugees are

rendered 'speechless' by standard ways of representing refugee crises in international venues. Explain Malkki's argument and identify these forms of representation. Then, turn to the most recent photo gallery uploaded to the UNHCR website "Dollow: Help inside Somalia", added 26 Sept 2011. Do you think the website's contemporary photo gallery replicates these forms of representation or does something different? Explain your argument.

<http://www.unhcr.org/pages/49c3646c25d-page1.html>

**Question 2:** Malkki argues for the need to challenge a 'dehistoricizing humanism' that seems to typify humanitarian intervention in Africa. Explain what she means by 'dehistoricizing humanism.' What alternative does she offer? Finally, find one additional news article on refugee issues somewhere in your region. Attach the article to your homework assignment. Do you think that this news article perpetuates or works against a 'dehistoricizing humanism'? Explain your answer.

### **Essay Rubric**

An 'A' paper will be thoughtful, analytical and will illustrate critical thinking. It will show a facility with the readings. It will explain Malkki's key theoretical arguments and will successfully apply these theories to an analysis of contemporary visual and written material. It will be stylistically and grammatically well written, and will conform to the guidelines.

A 'B' paper will be moderately thoughtful, analytical and critical. The link between the key arguments and the example will be clear, and will show that you understand the arguments you're focusing on. It may have some grammatical or spelling errors, but will conform to the guidelines.

A 'C' paper will not demonstrate analytical or critical thinking. There may be misunderstandings in the key arguments, or the linkages between the argument and the example will not be logical. The arguments from the different sources might not seem to be completely understood. There will be grammatical and spelling errors, and may not completely conform to the guidelines.

A 'D' paper will not demonstrate analytical or critical thinking. It will not apply the arguments from Malkki to the specific case study, or will do so in a way that illustrates that the author of the paper isn't well versed in either or both of the two sources. There may be significant grammatical and spelling errors. It

might not have a thesis, or have one of the 3 main components of a paper (Introduction, Body, Conclusion).

An 'F' paper may not have a thesis, and may be missing one or more of the 3 main components of a paper (Introduction, Body, Conclusion). The student will not develop an argument and might simply relate the details of the readings. There will be significant stylistic, spelling and or grammatical errors in the paper.

## **5. Liberal Studies Approval Questions and Answers**

### **a. What are the strategies your department will use to assure that basic equivalency exists.**

Basic equivalency among courses is not a concern for this course as this course will not be taught with multiple sections. While under normal circumstances this course will be taught by one sole professor, other professors may occasionally teach the course. In this event, professors will meet before the planning stages for the new semester and will discuss the overarching objectives of the course.

### **b. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.**

Cross-cultural comparison is basic to the anthropological approach, and in this course, it is used to deepen students understanding that all African peoples are not alike, one of the misrepresentations of Africans mentioned in Course Objective One. The deconstruction of tribalism in Unit Two, exploration of legal pluralism and women's legal rights in Unit Three, study of literature and music in Unit Four, and discussion of family planning in Unit Five are specific topics that help meet this Liberal Studies agenda. The discussion of Pan-Africanism and African diaspora in Unit Six also will sensitize students to the issues of ethnic and racial minorities in the United States and Europe.

### **c. Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. How will your course meet this criterion?**

The assigned books are ethnographies and the other assignments are articles from anthropology journals or edited volumes, or writings of fiction and non-fiction by African authors.

- d. If this is an introductory course intended for a general student audience, how is it different from what is provided for beginning majors?**

This is not a beginning course for the general student audience. It is a class oriented toward anthropology majors, but open to other students with a particular interest in African studies, including those who may be pursuing a minor in Pan-African Studies.

**CURRICULUM PROPOSAL FORM**  
**University-Wide Undergraduate Curriculum Committee**

**UWUCC USE ONLY**

Number \_\_\_\_\_/\_\_\_\_

Action \_\_\_\_\_

Date \_\_\_\_\_

**I. TITLE/AUTHOR OF CHANGE**

COURSE/PROGRAM TITLE: Cultural Area Studies: Africa

DEPARTMENT: Sociology and Anthropology

CONTACT PERSON Dr. Miriam Chaiken or Dr. Sarah Neusius

**II. APPROVALS**

\_\_\_\_\_  
Department Curriculum Committee

\_\_\_\_\_  
Department Chairperson

\_\_\_\_\_  
College Curriculum Committee

\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Director of Liberal Studies  
(where applicable)

\_\_\_\_\_  
Provost  
(where applicable)

**\*COLLEGE DEAN MUST CONSULT WITH PROVOST BEFORE APPROVING CURRICULUM CHANGES. APPROVAL BY COLLEGE DEAN INDICATES THAT THE PROPOSED CHANGE IS CONSISTENT WITH LONG RANGE PLANNING DOCUMENTS, THAT ALL REQUESTS FOR RESOURCES, MADE AS PART OF THE PROPOSAL, CAN BE MET, AND THAT THE PROPOSAL HAS THE SUPPORT OF THE UNIVERSITY ADMINISTRATION.**

**III. TIMETABLE**

Date submitted  
to UWUCC 11-1-88

Semester/Year to be  
implemented: Fall 1989

Date to be published  
in catalog: 1990\*

#### IV. DESCRIPTION OF CURRICULUM CHANGE

##### 1. Catalogue Description

AN 271, SO 271 Cultural Area Studies: Africa 3 sh  
Prerequisites: None

This course will explore the cultural diversity of the continent of Africa. The first unit will examine the historical processes which shaped modern society, including the formation of indigenous African empires, the evidence for trade routes, slave raiding, and colonialism. The second unit will examine the nature of African traditional societies, including analyses of forager and agricultural groups. The last unit will cover issues of contemporary development in Africa, such as famine and agricultural policy, the status of women in economic development, and apartheid. Reading will include ethnographic and historical accounts of African society as well as selections by African writers on the issues of contemporary society.

COURSE ANALYSIS QUESTIONNAIRE  
CULTURE AREA STUDIES: AFRICA

SECTION A - DETAILS OF THE COURSE

A1 This course will be an addition to a series of cultural area studies courses within the anthropology curriculum. Other cultural area studies courses such as Japan, and the Caribbean are already taught in our department. The addition of this course on Africa is an attempt to diversify department offerings and reflects the area of expertise of recently hired faculty. Each anthropology major is required to take one cultural area studies course, and Africa will be one option for them. The course is also open to non-majors with an interest in African cultures, and the previous course offering demonstrated that students in International Studies, History, and Geography are also interested in taking this course.

This course will be proposed for inclusion in the Liberal Studies course list as a Non-Western course option.

A2 Addition of this course will not require changes in the course descriptions for any other course or program.

A3 This type of course is common in departments of Anthropology. Culture area survey courses generally describe and discuss the common cultural institutions and behaviors of the various ethnic and cultural groups within a given geographic area. The elements of this particular course which are somewhat novel are the addition of a unit on economic development and change, and the inclusion of indigenous African writers on the required reading list.

A4 This course was offered as a Special Topics course in the Spring of 1988. It had a small enrollment (12 students) but we anticipate more interest in the future, especially as the Liberal Studies requirement for a Non-Western course is implemented.

A5 This course will not be a dual-level course.

A6 This course will not be offered for variable credit.



A7 Many colleges and universities offer series of culture area studies courses, usually reflecting the research experience of their faculty. African cultural areas studies is a popular topic at many universities, both because the continent is so large and culturally varied, and because it is an area of growing interest given the socio-political events of the past decades.

A8 The course is not required for certification or accreditation by any external authority.

#### SECTION B - INTERDISCIPLINARY IMPLICATIONS

B1 This course is to be taught by one instructor.

B2 No additional corollary courses will be required.

B3 This course is unique in that it embodies an anthropological perspective and relies on the large body of ethnographic data on Africa. One course in the department of Geography (GE 255 - Geography of Africa) is complementary to the Anthropology of Africa. Discussions with the instructor and comparisons of syllabi and reading lists indicate that the two courses will not be redundant, but complementary. The geography course does include some cultural geography, but also includes substantial emphasis on physical geography and environmental conditions of Africa which are not discussed in Cultures of Africa. Future plans are to teach the Anthropology of Africa only in the Fall Semester, as Geography of Africa will be offered in Spring semesters. This will minimize conflict and will permit students interested in taking both courses to do so.

B4 One or two seats in this course could be made available to students in the School of Continuing Education if there was sufficient interest.

#### SECTION C - IMPLEMENTATION

C1 The Department of Sociology/Anthropology has faculty prepared to teach this course and adequate space and equipment for including this course in the regular curriculum. No unusual materials, laboratory equipment, or travel allowances will be required. Current library holdings are minimally adequate to support this class, and we are working to improve library holdings in this field by making specific recommendations for future acquisitions.

- C2 No portion of this course is funded by a grant or any external monies.
- C3 This course will be offered no more than once per year and usually only once every two years. This course will be offered only in the Fall Semester so as to avoid conflict with the Geography of Africa which is offered in Spring. Students with an interest in Africa will be able to take both of these courses in a sequence.
- C4 Initially one course every other Fall semester will be offered on Cultures of Africa. If demand for this course increases as the Liberal Studies package and Non-Western course requirement is implemented, then more frequent course offerings will be considered.
- C5 This course should be limited to 25 students per section, and 20 would be an optimum number. Student participation and interaction is discouraged in a course with higher enrollment.
- C6 No professional society in Anthropology establishes parameters for undergraduate courses.
- C7 This course is not required. It will have no effect on the number of free electives available to majors. It will not necessitate any changes in the program requirements.

COURSE SYLLABUS:  
CULTURAL AREA STUDIES: AFRICA

Instructor: Dr. Miriam Chaiken

Description of the course: This course will examine the societies of Africa, both historical and modern, specifically concentrating on Twentieth century change and its consequences. The first part of the course will focus on the history of Africa, starting with the indigenous social organization, and then examining the effects of slavery, the spread of Islam, and colonialism. The second major theme of the course is to describe the nature of traditional societies, from hunting and gathering band level groups, to pastoral systems, to various agricultural societies. The final segment of the course will emphasize issues of development and social change in African society.

Requirements of the course: Your grade will be based on oral and written book reviews, and two essay examinations. There will be three book reviews and oral presentations for each student, the first subject will be one of the classic ethnographies of an African culture, the second will be on African expression (a novel or political essay by an African writer), and the final book will be focused on some development issue. A list of books from which you may select will be distributed at a later date. Each book review and each oral presentation will count for 10% of your course grade.

There will be a midterm and a non-comprehensive final exam, both essay in format. Each exam will count for 20% of your final grade.

Required reading: In addition to the three books you will be required to read for your book reviews, the following books are required reading and are available at the Student Co-op Bookstore.

Schneider, H. The African  
Lee, Richard The Dobe Kung  
Paton, Alan Cry, The Beloved Country  
Roberson, A.F. Community of Strangers

COURSE OUTLINE

TOPIC READING ASSIGNMENT

I. Introduction (one lecture)

HISTORICAL DEVELOPMENT OF THE CONTINENT

II. History of Africa (three weeks)  
Indigenous Kingdoms  
film: Ancient Africa  
Slavery and the Slave Trade  
The Spread of Islam  
Colonialism  
Independence struggles  
film: New Conflicts

Schneider, Chs. 1 & 2  
plus your first  
ethnography

III. Early Ethnographic Research (one week)

IV. Student Presentations I - The Classic  
Ethnographies (two classes)

INDIGENOUS AFRICAN SOCIETIES

V. Traditional Hunter-Forager Societies  
(two weeks)  
Ecological niches and cultural  
adaptations  
Central African Pygmies  
Dobe Kung adaptation and culture change  
Film: N!ai: Story of a Kung Woman

Schneider Chs. 3, 4, 5 &  
6  
Dobe Kung

VI. Traditional Pastoral Societies (one week)  
Karamojong to Luo transition  
Sedentarization of nomads  
W. African nomads  
film: Kenya Boran

read your selection on  
African Expression

MIDTERM EXAM

VII. Student Presentations II. - Examples of  
African Expression (two classes)

VIII. Traditional Agricultural Societies (one week) Community of Strangers  
Subsistence agriculture and environment  
Introduction of market economies  
Discussion: Community of Strangers

DEVELOPMENT AND CONTEMPORARY ISSUES  
(four weeks)

IX. Environment and Economic Change

Schneider Ch. 9  
begin reading devel. bk

X. Status and roles of African Women

XI. Health and Population Issues  
film: Maragoli

XII. Agricultural Change, Food Security, and Famine  
Cash cropping and its consequences  
Farming systems research and the quest for  
food security  
Famine early warning systems - cultural and  
environmental data  
film: Politics of Food

XIII. Apartheid, and other evils  
Historical development and economic  
foundations of apartheid  
Modern apartheid and lifestyles of  
black vs. white  
film: Children of Apartheid  
Tribalism - the S.M. Otieno case

Cry, the Beloved Country

XIV. Student Presentations III. - Development  
Issues (two classes)

XV. FINAL EXAMINATION

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## Checklist for Global and Multicultural Awareness Course Proposals

1.  Review the Criteria for Global and Multicultural Awareness – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.
2.  Follow the 2011 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
3.  Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document – available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4.  Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners. <http://www.iup.edu/page.aspx?id=113234>.
5.  Course content – meets the required course content for a Global and Multicultural Awareness course. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements. <http://www.iup.edu/page.aspx?id=113234>.
6.  Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
7.  Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
8.  Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

**If this is a course revision** (p. 18 UWUCC Handbook)

9.  Summary of the proposed revisions – address how the revisions are meeting the various required course content elements and the EUSLOs for Global and Multicultural Awareness category.
10.  Justification/rationale for the revision – include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
11.  The old syllabus of record.
12.  Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook).