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Senate App - 2/7/95

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Katherine Harris Phone 2765/2284
Department History

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE AFRICAN HISTORY II
Suggested 20 character code

New Course* HI 356 AFRICAN HISTORY-II: 1600 to the Present
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + HI 356 AFRICAN HISTORY II: 1600 to the Present
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: _____ Major _____ Minor _____ Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

W. Wayne Smith
Louisa M. May M.D.
Department Curriculum Committee
[Signature] 12/15/93
College Curriculum Committee

[Signature]
Department Chair
[Signature] 12/15/93
College Dean

*Director of Liberal Studies (where applicable)

*Provost (where applicable)

SYLLABUS OF RECORD

HI 356 African History II: 1600 To The Present 3c-01-3sh

Survey of African socio-cultural, political and economic developments during the colonial and modern periods. Course covers imperialism, the struggle for control for Africa, the two global wars, and their repercussions for Africa, decolonization and modern African states.

Prerequisites: Sophomore standing, completion of HI 195 (non-majors).

Objectives: The objectives of this course are:

- (1) To acquaint student with the internal political, economic and social factors which formed the complex chronology of African states, kingdoms, and empires throughout the continent.
- (2) To help students understand the meaning of the partition of Africa and the nature of imperialism beginning with Germany's 1884-85 Conference of Berlin.
- (3) To provide critical analysis of (a) the distinctions between formal, indirect, and informal colonial rule; (b) the role of protectorates, crown colonies, and mandates; (c) the function of specific colonial practices such as the "indignat" (used by the French), the "assimilado" (used by the Portuguese, and the hut tax and potorage system as employed by all of the colonizing nations.
- (4) To familiarize students with the ancient African cultures by drawing upon the disciplines of anthropology and geography to analyze the importance of large linguistic-cultural communities (Mel/Mande/West Atlantic and Bantu) and such regional groups as the Hausa, Fulani, Asante, Ewondo, Dinka, Amhara, and Berber. Within the context of this objective the course will analyze the roles of men, women, and children in shaping the African historical processes and will evaluate the changing role of women with the passage of time. Particular emphasis will be given to the impact of women in the market system, in social and cultural development, and in the formation of the environmental movement.

Assigned Readings: Fiction: Ama Ata Aidoo, Our Sister Killjoy (1977/1990)

Non-Fiction: Basil Davidson, Modern Africa: A Social & Political History (revised 1992)

Joseph Harris, African and Their History (revised 1987)

G.S.P. Freeman-Grenville, A Modern Atlas of African History (1976)

Mason Sears, Years of High Purpose from Trusteeship to Nationhood (1980)

F. Jeffress Ramsay, (ed) Africa Global Studies, (1993). See the following:

Ama Ata Aidoo, "The African Woman Today," Dissent, Summer 1992
in Ramsay, pp. 219-223.

Wangari Maathai, "Kenya's Green Belt Movement," The UNESCO Courier, March 1992 in Ramsay, pp. 241-243. on women and the environment

Patti Waldmir, "Democracy in the Balance," Financial Times, July 5, 1992 in Ramsay, pp. 256-257.

Sekene Mody Cissoko, "A Fulgarant Victory for the Almamy Samory," Afrique Histoire, no. 1, 1982, pp. 17-21. (translated by Pape Gaye)

Dr. Kum A. NDumbe III, "For Thirty Years, Cameroonian Nationalists Opposed Germany," Afrique Histoire, vol. 2, no. 2, 1984 (translated by Sherly Nam), pp. 31-36.

Non-Required Recommended Readings:

Chinua Achebe, A Man of the People (1967)

Claude Ake, A Political Economy of Africa (1988)

Charles Balesi, From Adversaires to Comrades-In-Arms: West African and The French Military, 1885-1918 (1979)

Miles, Kahler, Britain and France: The Domestic Consequences of International Relations (1984)

Sylvia M. Jacobs, "The Historical Relationship of Afro-America and Africa," Afrique Histoire, vol. 1, no. 2, 1982, pp. 26-29

Requirements: The class will meet three times weekly, and regular class participation is essential. Class presentations will be built around a combined lecture/discussion format. Students will be expected to prepare the assigned readings in advance of class so that they will be able to engage in systematic and critical analysis of issues vital to an understanding of African History. Students will be assigned a grade of 0-10 points as an assessment of their quality of their participation in class discussions.

Examinations: There will be two unannounced short essay quizzes worth 5 points each, based upon interpretive elements of the assigned readings. Two required in-class essay examinations, a midterm and a final, will be worth forty points each and will test the ability of students to analyze, evaluate, and integrate material from classroom sessions and assigned readings.

Grades will be determined on the following scale:

A= 100-90; B= 89-80; C= 79-70; D= 69-60; F= 59 and below

Schedule of Lecture/Discussion Topics and Readings

Week One - Kingdoms of the Sudan

Harris, African and Their History
Freeman-Grenville, Atlas

Week One - Politics and State Building in the Guinea Coast and the Forest Region

Harris, Africans and Their History
Freeman-Grenville, Atlas

Week Two - Politics and State Building in Central and Southern Africa

Harris, Africans and Their History
Freeman-Grenville, Atlas

Week Three - Politics and Commerce in East Africa

Harris, Africans and Their History
Freeman-Grenville, Atlas

Weeks Four & Five - Repatriation and the Development of the Pan Africanist Tradition

Harris, Africans and Their History
Freeman-Grenville, Atlas

Weeks Six & Seven - Africa, the Imperial Thrust, and Women Warriors

Harris, Africans and Their History
Freeman-Grenville, Atlas

Cissoko, "A Fulgarant Victory for the Almamy Samory," Afrique Histoire, no. 1,
1982, pp. 17-21 (translated by Pape Gaye)

Rosine Koupaki, "The Fon [Dahomey] Nation Was Forged By Its Army," Afrique
Histoire, vol. 2., no. 2, 1984, pp. 26-30

MIDTERM EXAMINATION

Week Eight - Independent Africa - the special cases of Ethiopia and Liberia

Davidson, Modern Africa
Harris, Africans and Their History
Freeman-Grenville, Atlas
Ramsay, pp. 107-110; pp. 43-45

Week Eight - Diplomacy, Revolt and Resistance

KNumbe III, "For Thirty Years, Cameroonian Nationalist Opposed Germany,"
Afrique Histoire, vol. 2, no. 2, 1984 (translated by Sheryl Nam, pp. 31-36)
Davidson, Modern Africa

Week Nine - Africa, WW I, and Mandates

Davidson, Modern Africa
Freeman-Grenville, Atlas

Week Ten - Africa and WW II

Davidson, Modern Africa
Freeman-Grenville, Atlas

Week Ten - Decolonization and Nonalignment

Davidson, Modern Africa
Ramsay, pp. 22-42; pp. 45-66

Week Eleven - Modern Africa - Cold War and Domestic politics

Ama Ata Aidoo, "The African Woman Today," Dissent
Summer, 1992 in Ramsay, pp. 219-223.
Davidson, Modern Africa

Week Twelve - Wars of National Liberation

Davidson, Modern Africa
Harris, Africans and Their History
Freeman-Grenville, Atlas

Week Thirteen - Ecology and Women in Development

Wangari Maathai, "Kenya's Green Belt Movement," The UNESCO Courier, March 1992 in Ramsay, pp. 241-243 on women and the environment

Week Thirteen - The South African Enigma and Civil War in Southern Africa

Harris, Africans and Their History
Ramsay, pp. 142-171

Week Fourteen - African nation states and the (under) development agenda

Achebe, A Man of The People
Davidson, Modern Africa
Patti Waldmeir, "Democracy in the Balance," Financial Times, July 5, 1992 in Ramsay, pp. 256-257.

READING DAY

FINAL EXAMINATION

HI 356

SELECTED BIBLIOGRAPHY FOR AFRICAN HISTORY II

Journals

African Studies Review

African Affairs Journal of the Royal African Society

Journal of Modern African History

Liberian Studies Journal

Journal of Contemporary African Affairs

The Literary Griot International Journal of Black Expressive Culture Studies

California Western International Law Journal, v. 18 No. 2, 1987-1988 (articles relating to Africa, tariffs and trade)

West Africa

Newspapers

Africa News

International Herald Tribune

New York Times

Washington Post

Books

Achebe, Chinua. Things Fall Apart, (NY, 1959/1988)

_____. A Man of The People (A Novel of Political Unrest In a New Nation, (NY 1967).

Ake, Claude. A Political Economy of Africa, (London, 1988).

Balesi, Charles John. From Adversaries To Comrades-In-Arms: West Africans And The French Military, 1885-1918, (Waltham, MA, 1979).

Beer, George Louis. African Questions At The Paris Peace Conference with Papers on Egypt, Mesopotamia, and The Colonial Settlement, (London, 1923/1968).

Biya, Paul (President of Cameroon). Communal Liberalism, (London, 1986/1987).

Boahen, A. Adu. African Perspectives On Colonialism, (Baltimore, 1987).

HI 356

SELECTED BIBLIOGRAPHY FOR AFRICAN HISTORY II

Chinweizu, The West and The Rest Of Us White Predators, Black Slavers, and the African Elite, (NY, 1975), Part III, Part IV, Part V, pp. 187-505.

Churchill, Winston Leo. Young Winston's Wars (NY, reprinted 1973).

Cingranelli, David Louis. Ethics, American Foreign Policy, and the Third World, (NY, 1993).

Clark, Robert P. Power and Policy in The Third World, (NY, 1991).

Collins, Robert O. African History (revised 1992) in three volumes:

v. 1 Western African History

v. 2 Eastern African History

v. 3 Central and South African History

Crowder, Michael. Senegal: A Study of French Assimilation Policy (London, 1967).

Davidson, Basil. Modern Africa A Social and Political History, (London and NY, revised 1992).

Du Bois, W. E. Burghardt. The World and Africa An Inquiry into the part which Africa has played in World History, with new writings on Africa 1955-1961, (NY, 1979).

Dunn, Elwood D. The Foreign Policy of Liberia during the Tubman Era 1944-1971, (London, 1979).

Ejedepang-Koge, S.N. Change in Cameroon, (Alexandria, VA, 1985).

Emecheta, Buchi. The Joys of Motherhood, (NY, 1979).

Gifford, Prosser and Louis, Wm. Roger. Decolonization And African Independence: The Transfers of Power, 1960-1980. (New Haven, DATE).

Guannu, Joseph Saye. An Introduction to Liberian Government The First Republic and the People's Redemption Council, (Smithtown, NY, 1982).

Geiss, Imanuel. The Pan-African Movement, (NY, 1974).

HI 356

SELECTED BIBLIOGRAPHY FOR AFRICAN HISTORY II

- Harris, Katherine. Africa and American Values Liberia and West Africa, (Lanham, MY, 1985).
- Harris, Joseph E. Africans and Their History, (NY, 1972/1987) chaps. 6-17.
- Hinzen, Eckhard and Kappel, Robert (ed). Dependence. Underdevelopment and Persistent Conflict - On the Political Economy of Liberia, Serier F Bremer Africa Archives, Vol. II (Bremen, Germany, 1980).
- Holland, Heidi. Thy Struggle: A History of Africa (NY, 1990)
- Jansen, J. H. Nonalignment And The Afro-Asian States (NY and London, 1966).
- Kimambo, Isaria N. Penetration and Protest in Tanzania (Athens, OH, 1991).
- Lynch, Hollis, R. Black American Radicals and The Liberation of Africa: The Council On African Affairs 1937-1955, Cornell University Africana Studies and Research Center Monograph Series No. 5, (NY, 1978).
- Maxon, Robert M. East Africa An Introductory History, (Morgantown, 1986) chaps. 5-11.
- Mazrui, Ali A. Africa's International Relations The Diplomacy of Dependency and Change, (Boulder, CO, 1977/1979).
- Moore, Bai, T. Ebony Dust, (Monorovia, 1962/1976).
- Morrison, Minion K. C. Ethnicity and Political Integration: The Case of Ashanti, Ghana, (Syracuse, 1982).
- Muyumba, Francois N. and Ester Atcherson. From Third World To One World: The Pan-African Perspective, (Terre Haute, 1988).
- Ndongko, Wilfred A. Reflexions Sur Les Politiques Economiques et le Developpement du Cameroun (Reflections on the Economic Policies and Development of Cameroon) (1985).
- Nkrumah, Kwame. Neocolonialism The Last State of Imperialism. (NY, 1965).
- Posner Michael, H., Helton, Arthur C., et. al. (Lawyers Committee for Human Rights). Liberia: A Promise Betrayed A Report on Human Rights, (NY, 1987).

SELECTED BIBLIOGRAPHY FOR AFRICAN HISTORY II

Ramsay, Jeffress, F. Africa Global Studies, (Guilford, CN, 1993).

Robinson, Ronald, Gallagher, John, and Denny, Alice. Africa and the Victorians The Climax of Imperialism (PLACE, 1961).

Rodney, Walter. How Europe Underdeveloped Africa, (Dar es Salaam, London and Washington, D.C., 1972/1981).

_____. World War II and The Tanzanian Economy, Cornell University Africana Studies and Research Center Monography Series No. 3, (NY, 1976).

Rotberg, Robert I. (ed), Africa In The 1990's And Beyond U.S. Policy Opportunities and Choices (Algonac, MI, 1988).

Sears, Mason. Years of High Purpose from Trusteeship to Nationhood (on the decolonization process 1950's and 1960's), (Washington, D.C., 1980).

Shick, Tom W. Behold the Promised Land A History of Afro-American Settler Society in Nineteen-Century Liberia, (Baltimore and London, 1970/1980).

Shillington, Kevin. History of Southern Africa (Essex, England, 1987).

Skinner, Elliott P. African Americans and U.S. Policy Toward Africa 1850-1924, (Washington, D.C., 1922).

Tordoff, William. Government and Politics in Africa, (Bloomington, 1984).

Vansina, Jan. Kingdoms of the Savanna, (Central Africa - Kingdom of Kongo, middle men of Ovimbundu, Kasanje and Matamba, the Yeke Kingdom in Katanga, the Luba and Bemba Kingdoms, The Arab presence 1700-1900), (Madison, 1964, 1975).

Waterman, Christopher A. Juju A Social History and Ethnography of an African Popular Music (Chicago, 1990).

Yacobson, Sergisu, "Russia and Africa," in Lederer, Ivo J. (ed), Russian Foreign Policy. Essays in Historical Perspective, (New Haven and London, 1962/1964), pp. 453-488.

HI 356

SELECTED AUTOBIOGRAPHIES/BIOGRAPHIES

Kenyatt, Jomo. Facing Mt. Kenya The Tribal Life of The Gikuyu, (NY, 1965).

Mboya, Tom. The Challenge of Nationhood (NH, 1970).

Nyabongo, Elizabeth. Elizabeth of Toro An Autobiography-Odyssey of an African Princess, (NY and London, 1989).

S.M. Moulay Hassan II (King of Morocco) (trans.) Rhodes, Anthony. Hassan II The Challenge, (Paris and London, 1977/1978).

Nkrumah, Kwame. Ghana The Autobiography of Kwame Kkrumah, (NY, 1957, 1971).

Shagari, Shehu, (ed) Tijani, Aminu and Williams, David. My Vision of Nigeria, (London, 1981).

REFERENCES

Dunn, Elwood, D. and Holsoe, Svend. Historical Dictionary of Liberia, African Historical Dictionaries, No. 38, (NY and London, 1985).

Freeman-Grenville, Stewart Parker. Chronology of African History, (London, NY, 1973).

Kalck, Pierre. Historical Dictionary of Central Africa, (NJ, 1992).

Low, Donald. The mind of Buganda: documents of the modern history of an African Kingdom (CA, 1971).

Ryder, Alan F. C. Materials for West African History in Portuguese Archives, by A.F.C. Ryder (London, 1965).

Thompson, Leonard Montearth. Southern African History Before 1900: A Select Bibliography of Articles (Stanford, CA, 1971).

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HI 356

COURSE ANALYSIS QUESTIONNAIRE

SECTION A: DETAILS OF THE COURSE

- A1. This course adds a new history field to existing courses. It is available to majors and non-majors and serves as an option for the Liberal Studies Elective requirement. It also adds another area of non-western history to the curriculum.
- A2. No changes; there are no existing courses on African History.
- A3. Traditional format.
- A4. A one-semester course in African History has been offered as HI 481 and an one-semester course senior seminar examining themes in African history has been offered as HI 480.
- A5. Approval will be sought later to make this a dual-level course.
- A6. Not Applicable
- A7. The American Historical Association Directory illustrates that many schools offer similar courses in African History: Case Western Reserve, University of Cincinnati, East Carolina, Millersville, and West Chester, for example.
- A8. The American Historical Association, NCATE, and Middle States Association all recommend courses in non-western history in general, and African History in particular.

SECTION B: INTERDISCIPLINARY IMPLICATION

- B1. One instructor
- B2. Corollary, existing courses in Anthropology, Geography and Political Science and Philosophy and Religious Studies interface with these, but are not requisite.
- B3. No African history courses now exist.
- B4. Yes. Continuing Education students may enroll.

HI 356

SECTION C: IMPLEMENTATION

- C1. No new faculty resources are needed. The instructor is trained in the field and has taught this course as HI 481.
- C2. The Stapleton Library computer system lists approximately 2,680 entries - books, references, video documentary, and journals with "Africa" subject headings. While most are not in African history, adequate resources exist to support the introductory courses.
- C3. No grants help support this course.
- C4. Once per year.
- C5. One
- C6. 25-30
- C7. No

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

___ First Composition Course
 ___ Mathematics

___ Second Composition Course

KNOWLEDGE AREAS:

___ Humanities: History
 ___ Humanities: Philos/Rel Studies
 ___ Humanities: Literature
 ___ Natural Sci: Laboratory
 ___ Natural Sci: Non-laboratory

___ Fine Arts
 ___ Social Sciences
 ___ X Non-Western Cultures
 ___ X Health & Wellness
 ___ X Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim Sec Incid N/A

X ___ ___ ___
 X ___ ___ X
 X ___ ___ X
 X ___ ___ X
 ___ ___ X ___

A. Intellectual Skills and Modes of Thinking:

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
2. Literacy—writing, reading, speaking, listening.
3. Understanding numerical data.
4. Historical consciousness.
5. Scientific Inquiry.
6. Values (Ethical mode of thinking or application of ethical perception).
7. Aesthetic mode of thinking.

X ___ ___ ___

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

___ ___ X ___

C. Understanding the Physical Nature of Human Beings

___ X ___ ___
 ___ ___ ___ X

D. Collateral Skills:

1. Use of the library.
2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

- X ___ 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- X ___ 2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
- X ___ 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- X ___ 4. Recognize creativity and engage in creative thinking.
- X ___ 5. Continue learning even after the completion of their formal education.
- X ___ 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

CHECK LIST - LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

CHECK LIST – NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture....
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies—anthropological, geographical, historical, sociological, and so forth—may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.