

08-79
AP-3/31/09
Info-4/21/09

FEB 13 2009

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: PNAF131 Introduction to Pan African Studies

Instructor(s) of Record: Stanford G. Mukasa

Phone: 7-3097

Email: mukasa@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
**Instructor has designed, produced and taught distance education courses for IUP and the international community in the past five years.
 Instructor received a distance education instructional design award from IUP.**

2. How will each objective in the course be met using distance education technologies?
Students will watch streamed lectures on IUP website. Alternatively, they can purchase 10 DVD lectures that were designed and produced by the instructor for the course. Students can watch them at their time and place. Instructor will also use webCT for students to take their tests, send in their assignments and receive feedback .

3. How will instructor-student and student-student, if applicable, interaction take place?
Instructor will use the webCT email and chat line facilities. Students will also have the instructor's phone number.

4. How will student achievement be evaluated? **Through the webCT facility, students will be able to submit their assignments. Instructor will evaluate and post grades, as well as feedback, on the webCT. The students' grades will also be posted on webCT .**

5. How will academic honesty for tests and assignments be addressed? **For webCT tests, students will have a time limit to finish their tests. Questions will be delivered one at a time. For papers, instructor will employ a variety of anti plagiarism methods, such as "Googling" randomly selected texts.**

Received
MAR 10 2009

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Liberal Studies Liberal Studies

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Marveta Ryan Sams Feb. 13, 2009
Signature of Department Designee Date

Endorsed: Amm 3/9/09
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedquist By March 31, 2009
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Gerard D. Thorne (m) 4/7/09
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

PNAF 131 Introduction to Pan African Studies Distance Education Syllabus

PNAF 131 Introduction to Pan-African Studies

3c-01-3cr

A multidisciplinary introduction to Africa and the African Diaspora. Explores the effects of Africa's history, in particular colonialism and independence, on present-day Africa; examines the relationship between Africa and the African Diaspora with special attention to African arts, social systems, and political and economic development; looks at Africa's contribution to contemporary culture in the Americas.

I. Course Objectives

- A. Students will learn about Africa and the African Diaspora from a multi-disciplinary perspective.
- B. Students will be sensitized to the relevance of the Pan-African cultural heritage and its contributions to the global society.
- C. Students will understand the diversity of the African continent and the variety of political developments that have occurred on the continent since independence.
- D. Students will understand the relationship between Africa and the African Diaspora.
- E. Students will appreciate the belief system, values, symbols and world-view of a non-Western culture.

Course distance education technology: For each of the above objectives students will watch a streamed lecture, or, they can buy 11 DVD lectures from the IUP bookstore; answer questions sent to the student by webCT email; take online quizzes on webCT. write papers and submit them through the webCT email also view their progressive grades on the webCT.

III. Detailed Course Outline.

Week 1

Course introduction

1. **Introduction to PRECOLONIAL AFRICA: Africa, the Nature of a Continent & the Genesis of Humankind**
2. **Intellectual Foundations: African & African American Studies**
3. **Slavery & the Black Experience; African Presence in the New World**

Week 2.

1. **African Indigenous Institutions: Kinship & Family Organization**
2. **Africans in Diaspora: Civil War to Civil Rights & the Quest for Freedom and & Equality.**
3. **COLONIAL AND POST -AFRICA: Colonialism & Africa's Struggle for Independence.**

Week 3.

1. **African Religions & Culture: A triple Heritage.**
2. **African-American, Caribbean, & Afro-Latino culture.**

3. *Work on term paper proposal*

Week 4

1. African & the Caribbean Literature.
2. African-American Literature.
3. Women in Africa & the Diaspora

Week 5.

1. African Music & Art
2. African American & Caribbean Music & Art
3. Contributions in Science, Business, Film & Sports

IV. Course method.

A. Lectures

Lectures will be delivered through 10 DVDs/CDs.

Once enrolled in the course each student will receive

1. 10 lecture DVDs
2. webCT ID and password for webCT

The course webCT will contain assignments, tests, electronic calendar, chat line, webCT email, and student's grades.

B. Assignments

1. Students will write a term paper on a topic of Pan Africanism. Topic must be approved by instructor. Topic will be well researched. Paper will reflect the student's ability to discuss with a degree of expertise an aspect of Pan Africanism.
2. **WebCT.** Students will be tested on their knowledge about Pan Africanism as taught through lectures.
3. **Video or book report.** Students will be expected to watch a video or movie on Pan Africanism and write a reaction paper. Or, read a book. Students' paper will be a book report. Must contain a narrative of what the video was about and what speaker or speakers in the movie said about the topic.

V. Evaluation Methods.

Activity or assignment	Percentage of the final grade
Term paper	50
3 webCT based tests	30
Video or book report	20
Total	100

Grading Scale

90 and above = A 80 - 89 percent = B 70 - 79 percent = C 60 - 69 percent = D Below 60 percent = F

VI. Required Textbook(s), Supplemental Books and Readings.

(Recommended) Azevedo, Mario. 1998. *Africana studies*. Durham, North Carolina, Carolina academic press.

VIII. Special Resource Requirements. No special resources required.

IX. Bibliography.

Achebe, Chinua. 1986. *Things Fall Apart*. Oxford: Heinemann Educational Books.

Murphy, Joseph M 1994. *Working the spirit: Ceremonies of the African Diaspora Boston*: Beacon Press.

Edwidge, Danticat. 1986. *Krik? Krak!*. New York: Vintage Books.

Ba, Mariama. 1989. *So long a letter*. Oxford: Heinemann Educational Books Ltd.

Hurston, Zora N, 1991. *Their Eyes Were Watching God*, Urbana and Chicago: University of Illinois Press.

PNAF 131 Introduction to Pan-African Studies

Syllabus of Record

A multidisciplinary introduction to Africa and the African diaspora. Explores the effects of Africa's history, in particular colonialism and independence, on present-day Africa; examines the relationship between Africa and the African diaspora with special attention to African arts, social systems, and political and economic development; looks at Africa's contribution to contemporary culture in the Americas.

2. Course Objectives.

- A. Students will learn about Africa and the African Diaspora from a multi-disciplinary perspective.
- B. Students will be sensitized to the relevance of the Pan-African cultural heritage and its contributions to the global society.
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- D. Students will understand the relationship between Africa and the African Diaspora.
- E. Students will appreciate the belief system, values, symbols and world-view of a non-Western culture.

3. Course Method.

Lectures, class discussions, group presentations, written assignments, assigned readings, guest speakers, videotapes and a term paper.

- A. Book reports and presentations. Students will work on assigned books.
- B. There will be three webCT- based quizzes consisting of fill-in-blanks and multiple choice type questions.
- C. There may be an extra credit assignments. Students may be asked to attend a public lecture relating to the course and will be expected to write a brief report. Only public lectures approved by the instructor will be accepted.
- D. A number of videos will be shown in class. Students will be asked to write short reaction papers (2 -3 pages) on some of the tapes
- E. African Human Rights Court. Students will work in groups to simulate human rights violations trial of three countries Sudan , Zimbabwe and Liberia under Charles Taylor. More details will be given later.

4. Required Textbook.

No required text book.

5. Evaluation Methods.

A. The semester grade will be determined as follows:

webCT quizzes	50
Book reports	10
Videos	10
African human rights project	30
Total	100

The extra credit will be added to the student's overall points.

B. Final Grade Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

6. Course Outline

- Week 1. Course introduction.
PRECOLONIAL AFRICA: Africa, the Nature of a Continent & the Genesis of Humankind
- Week 2. **Intellectual Foundations: African & African American Studies**
- Week 3. **Slavery & the Black Experience; African Presence in the New World**
- Week 4. **African Indigenous Institutions: Kinship & Family Organization**
- Week 5. **Africans in Diaspora: Civil War to Civil Rights & the Quest for Freedom and Equality.**

webCT test 1
- Week 6. **COLONIAL AND POST -AFRICA: Colonialism & Africa's Struggle for Independence.**

- Week 7. African Religions & Culture: A triple Heritage.
- Week 8. African-American, Caribbean, & Afro-Latino culture.
- Week 9. African & the Caribbean Literature.
- Week 10. African-American Literature.
- Week 11. Women in Africa & the Diaspora
- Week 12. African Music & Art
- Week 13. African American & Caribbean Music & Art
- Week 14. Contributions in Science, Business, Film & Sports
- Week 15. Revision. Final exam. 5:05pm Friday, May 1
5:00pm - 7:00pm

8. DEADLINES

Assignments must be submitted on due dates. Late assignments will not be accepted. Except in cases of excused absences, there are no makeups for missed tests or quizzes. Excused absences are defined as: personal sickness, family emergencies or attendance at university- sponsored event. Documentary evidence will have to be produced.

9. ATTENDANCE

If you incur more than three unexcused absences you will not benefit from elevated grades where you are a point or less below the next higher grade at the end of the semester.

10. RESPONSIBILITY

Each student is responsible for all assignments and announcements made in class. Class lectures, assignments and tests (except for the final) may at times vary from the scheduled dates in the syllabus. Not being aware of these changes is no excuse for a late assignment or a missed test.

11. Academic Integrity Policy and Procedures

Students must familiarize themselves with the IUP Academic Integrity Policy which requires that all members are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at IUP

PNAF 131 Introduction to Pan-African Studies

1. Course Description.

A multi-disciplinary introduction to Africa and the African Diaspora. The course examines the cultures of pre-colonial African societies; experiences, contributions, and aspirations of the peoples of Africa and Africans in Diaspora. It explores the effects of Africa's history, in particular, colonialism and independence, on present-day Africa. It further analyses the relationship between Africa and African Diaspora with special attention to African religions, values, arts, and social systems, political and economic development. It also looks at Africa's contribution to contemporary culture in the Americas.

2. Course Objectives.

- A. Students will learn about Africa and the African Diaspora from a multi-disciplinary perspective.
- B. Students will be sensitized to the relevance of the Pan-African cultural heritage and its contributions to the global society.
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B. Final Grade Scale

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60% - 69%	D
Below 60%	F

6. Course Outline

Week 1. Jan. 12 Course introduction.

PRECOLONIAL AFRICA: Africa, the Nature of a Continent & the Genesis of
Humankind .

Intellectual Foundations: African & African American Studies

Week 2. Jan. 19 MLK Holiday – no class

Week 3. Jan. 26 Slavery & the Black Experience; African Presence in the New World.
Basil Davidson video

Week 4. Feb. 2 African Indigenous Institutions: Kinship & Family Organization
Davidson/Mazrui video, webCT test 1

Week 5. Feb. 9 Africans in Diaspora: Civil War to Civil Rights & the Quest for

Freedom and & Equality.

webCT test 1

- Week 6. Feb. 16 **COLONIAL AND POST -AFRICA: Colonialism & Africa's Struggle for Independence.**
- Week 7. Feb 23 African Religions & Culture: A triple Heritage. Mazrui video
- Week 8. March 2 Spring break – no class
- African-American, Caribbean, & Afro-Latino culture.
- Week 9. African & the Caribbean Literature.
- Week 10. African-American Literature.
- Week 11. Women in Africa & the Diaspora
- Week 12. African Music & Art
- Week 13. African American & Caribbean Music & Art
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African Studies

Lecture 3

African Studies

- Lecture 2

Sociologists

- Early sociologists highly critical of Africa.
- Same as anthropologists.

Testing ground

- Used Africa as testing ground for western theories on development, modernization, social change.

Assumptions

- Africa would follow the same development path as Europe.

Conflict and equilibrium

- Both theories were used to assess African societies

Equilibrium theory

- Social system must maintain a condition of checks and balances among interdependent parts

Change

- Change is problematic and must be resolved to reinstate equilibrium.

Change

- Looked at African problems and conflicts as disturbing the equilibrium theory.

Conflict model

- Sees societies in a state of conflict.
- power tensions, and
- class struggles.

Radical sociologists

- Mostly African and African American.
- Have questioned earlier sociological theories.

Radical sociologists

- Argue early theories fail to explain other factors such as race and exposure to multiple cultures as significant in social relations.

African sociologists

- Omafume F. Onoge of Nigeria, says sociologists have not factored colonial experience in addressing post colonial experiences.



African sociologists

- Philista Onyango and Diane Kayongo-Male, warn against over reliance on survey research methods
- Argue for focus on family studies coming from indigenous researchers

Dependence theory



- Andre Gunder Frank
- Looks at African states as peripheral to the core. European countries in power relationships.

Dependency theory

- African societies in a state of dependency on the West.

African sociology

- History of sociology must come to grips with race and racism.

Political science of African Studies

- Few African political scientists during colonialism.
- Colonial administrators did not allow Africans to learn political science courses.

African American political scientists

- African American political scientists served as advisers to newly-independent African leaders, or as visiting professors.

African American political scientists

- Believed problems of instability, centralization of government, political repression, and competing power politics and ethnic conflicts as temporary stages or growth pains.

Modernization theory


- Focused on internal factors to explain political process.
- Underestimated external factors of dependency.

Theory failure

- Focus on internal factors: nationalist politics, parties and elections, constitutions could not explain coups that followed.


World systems

- Immanuel Wallerstein's World system theory



Political economy

- Samir Amin. world political economy




NeoMarxists

- Argue politics are determined by economics.
- hence political economy as a theory of studying Africa.


Political economy

- Looks at African problems as outcome of:
- Exploitation of Africa (periphery) by international capitalism (the core).



Political economy

- Exploitation of African people by their bourgeois regimes, who are, in turn manipulated by international capital



Political economy


- Dependency relationships
- Make Africa trapped in worldwide capitalist conspiracy which controls knowledge, wealth, technology, and the market.

Problem

- Political economy neglects internal issues, ethnicity, corruption, etc.


World systems

- Immanuel Wallerstein's World system theory



Political economy

- Samir Amin. world political economy



NeoMarxists


- Argue politics are determined by economics.
- hence political economy as a theory of studying Africa.

Problem

- Political economy neglects internal issues, ethnicity, corruption, etc.
- Artists.


Linguists

- analyzed cultural origins and social interactions
- Have studied African oral history, symbols, folklore, riddles, stories




Musicologists

- cultural expressions through music and dance.



Artists


- Artists. have looked at African art. Expressionism in African art and sculpture, e.g. African masks inspired Picasso's cubism.



Conclusion


- Proved art and music as major African contribution to civilization.

Rock and Roll traces its origins to African music!!



Religion

- John Mbiti, George Parrinder, Aylard Shorter – restored African religions to level of respect equal to other religions.



Religion

- Religion - a system that attempts to cope with human existence, the cosmos and relations between humans and the supernatural.


African religion

- Reduced stereotypes attributed to African religions and spirituality.
- Viewed by 19th century missionaries as superstitious and heathen beliefs. Or devil worship.

African philosophy

John Mbiti, Placide Temples

- Countered notion that Africa has no philosophy or system of philosophy.




Economics

- Economists. 1950s and 60s had assumed Africa would follow western model of economic development.
- View still partially followed by World Bank and IMF.

Take-off economic model

- W.W. Rostow's stages of economic development. "take off economies"



Rostow's early economic model

- Capital
- business
- Skills
- Foreign exchange
- Sound management

model

- Rostow's model was abandoned by many economists in the 1980s and 90s.

African reality

- West accused of distorting African reality.
- Most western trained Africans often accused of promoting this model.

The traditional model

- Traditional..refers to returning to the original sources: African traditions, pre-colonial Africa, early civilizations.

Problems

- Africa's traditional past no longer exists in its original form.



Colonial model

- Emphasis on colonial period and impact on African institutions.
- Africa and African Americans seen as a political, social and cultural extension of the West.

Neo-colonialism

- ..imitation and perpetuation of colonial socioeconomic and political system under different guise.
- Helps understand Africa.

Problem

- Colonial model overlooks African traditional resilience and independence.
- Looks at Africa from the negative lenses of colonialism.

Marxist model

- Popularized by (now defunct) revolutionary regimes of Haile Mengistu, Ethiopia, Samora Machel, Mozambique, Augustine Neto, Angola, Cabral, Guinea Bissau.



Class system assumptions

- Destruction of class system would resolve other problems of race and ethnicity.

Problem

- Idealistic notion.
- No prospect of eliminating class, let alone race and ethnicity problems.

Pan African model

- Looks at commonalities of experiences among black people, slavery, colonialism, racism, imperialism and neo-colonialism
- Unifying element - color

Pan Africanists

- Believe Pan Africanism not only explains the black experience but provides solutions to black people's problems.

Pan Africanists

- W.E.B. DuBois
- Kwame Nkrumah



Pan Africanists

- Malcolm X
- Marcus Garvey



Pan Africanists

- George Padmore



Problem

- Pan Africanism fails to account for vast differences that exists among the black in Africa and in Diaspora.