

OHIO STATE NEW COURSE REQUEST

College: Humanities

Academic unit: African American and African Studies

Book 3 Listing: African American and African Studies (e.g., Portuguese)

Proposed

Course No: 310 Full Title of Course: Perspectives on the African Diaspora

Proposed Effective Qtr/Yr: SU [] AU [x] WI [] SP [] YEAR: 2004 (See OAA Manual for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the OAA Academic Organization and Curriculum Manual.

Is this a course with decimal subdivisions? If so, use one New Course Request form for the generic information that will apply to all subdivisions. Use separate forms for each new decimal subdivision, including on each form only the information that is unique to that subdivision.

18-Character Transcript Abbreviation: Perspectives Afr. Diaspora Level U [x] G [] P [] Credit Hours: 5

Description (not to exceed 25 words): Study of historical processes, key figures and ideas, and cultural expressions of the worldwide dispersion of people of African descent from different times and places.

Quarter offered (check): SU [] AU [x] WI [x] SP [x] *Distribution of class time/contact hours: Quarter and contact/class time hours information should be omitted from Book 3 publication: (check here) []

Prerequisite (s): None

Exclusion or limiting clause:

Repeatable to a maximum of 0 credit hours.

Cross-listed with:

Grade Option (Please check): Letter [x] S/U [] Progress []

If this course is Progress graded, what course is the last one in the series?

Honors Statement: Yes [] No [x] Off-Campus: Yes [] No [x] GEC: Yes [] No [x] EM: Yes [] No [x] Admission Condition Course: Yes [] No [x]

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

Subject Code 050201 Subsidy Level (V, G, T, B, M, D, or P) B (For explanation see the following web sites: www.ureg.ohio-state.edu/ourweb/srs/cip or www.regents.state.oh.us/hei/ci/STAGE_1/sld001.htm If you still have questions please email Jed Dickhaut at: Jdickhaut@exchange.ureg.ohio-state.edu)

B. General Information:

- 1. Provide the rationale for proposing this course: To provide students with foundational ideas and skills necessary for pursuing the undergraduate African Disapora track and to prepare them for future work at the graduate level in Diaspora studies.
2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one) Required [] Elective [] Other (Explain) []:

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: NA

6. Expected section size: ³⁰ Proposed number of sections per year:

7. Do you want prerequisites enforced electronically? (See OAA Curriculum Manual for what can be enforced.) Yes

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the *OAA Curriculum Manual*.

.....
APPROVAL SIGNATURES (As needed. All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed

James N. Upton James N. Upton 3-17-04
Academic Unit Undergraduate Studies Committee Chair (Undergraduate course) Printed Name Date

Steven Fink STEVEN FINK 4-7-04
Academic Unit Graduate Studies Committee Chair (Undergraduate/Graduate course) Printed Name Date
Steven Fink STEVEN FINK 4-7-04
School/College Undergrad Curriculum Committee (Undergraduate/Graduate course) Printed Name Date

Kenneth W. Goings Kenneth W. Goings 3-17-04
School/College Graduate Curriculum Committee (Undergraduate/Graduate course) Printed Name Date
Kenneth W. Goings Kenneth W. Goings 3-17-04
ACADEMIC UNIT CHAIR/SCHOOL DIRECTOR Printed Name Date

Edward Alborn Edward Alborn 4-12-04
COLLEGE DEAN Printed Name Date

Graduate School (If Appropriate) Printed Name Date

ASC Curriculum Committee Chair (If Appropriate) Printed Name Date

University Honors Center (If Appropriate) Printed Name Date

Office of International Education (study tour only) Printed Name Date

ACADEMIC AFFAIRS Printed Name Date

AAAS 310: PERSPECTIVES ON THE AFRICAN DIASPORA

Credits: 5

Meetings: Two 2-hr meetings

Prerequisites: AAAS 101

Instructor: Arr

Format: Lecture-discussion

Preamble: The last ten years has seen a significant increase in diversity and intensity of efforts toward understanding the African diaspora and its impact on contemporary issues, both within and outside of academic circles. Symposia, gallery and online exhibitions, residencies, scholarly publishing, research programs funded by major corporate donors, multicultural and interdisciplinary programs of academic institutions are among these efforts. Increased interaction and migrations within diasporic communities, new infusions from the African continent, and contemporary mechanisms (formal and informal) for reconnecting with Africa all together make a strong statement on the need for innovative courses offerings on the African diaspora. These courses will serve the challenges of our time and support emerging directions in academic programs.

Course Description: This course will introduce students to the African diaspora by focusing on key historical moments and current issues or patterns that have qualified the lives of people of African descent living in the Americas, Europe, Middle East, and Asia. The global dispersion of peoples of African descent will also be understood in the light of return to Africa movements and the important dynamic they contribute toward patterns of African continuities, ruptures, and disjunctures in the African diaspora. Focusing first on the basic nature of African sociocultural roots and the transformative work of the Middle Passage, the course will explore, within a comparative framework, several forms of blackness or African identity, as qualified by politics of race and ethnicity, geography and migration, and contemporary inventions and experiences. Key concepts associated with the African diaspora such as Africanism, acculturation and syncretism, Pan-Africanism, Négritude, hybridity/creolité, Afrocentrism, transculturation, globality/transnationalism, etc.) and their syntheses will be explained in the light of specific examples from religion, language use, popular culture, music and dance, visual arts, oral literature, kinship, etc. A selection of debates about African retentions (aka survival studies) will be examined in the light of contemporary evidence and scholarship, with emphasis on how they illuminate the identification of the African diaspora. In sum, the course will furnish students with background materials, ideas, problems, and research examples that will prepare them for the more advanced, graduate offerings on the African diaspora.

REQUIRED TEXT:

Harris, Joseph E. ed., *Global Dimensions of the African Diaspora*. 2nd ed. Washington, D.C.: Howard University Press, 1993

Supplementary essays and videos on reserve

COURSE REQUIREMENTS:

Students must complete all reading assignments before each class and be prepared to respond to questions based on the readings, as indicated in the weekly schedule.

Critical Review: Students select and provide a critical review (3 pages, minimum) of a book, extended essay, film, documentary, musical composition, choreography, theatre piece, or significant audio recording (that also has substantial contextual and musical details). The selection must first be approved by the instructor; the content, theoretical and methodological implications of the work must relate to ideas of African diaspora in specific ways. Students will be given a sample list of works/artists/authors, as a starting point.

This assignment is to allow students a deeper and extended encounter with one or more concepts and issues presented in class by focusing on a piece of work that explores these issues in depth, both in terms of theoretical approach and subject matter, particularly as they relate to the issue of blackness and African identity, over time and space. The reviews are due by the 8th (week) of the 10-week class.

All written assignments must be typed, double-spaced, 12-point Times Roman and must conform to one of the major citation formats or styles consistently.

Final Exam/Term Paper: All students will take two quizzes, mid-term and final exams. The quizzes will be objective questions, multiple choice and brief written responses; the mid-term and final exams will emphasize essay questions, allowing students to demonstrate their critical, analytical and interpretive skills in the form of extended responses. The quizzes will demonstrate students' grasp of basic concepts, issues, and facts.

Grading:

Attendance	5%	
Quiz 1	15%	
Quiz 2	15%	
Critical Review		15%
Mid-term Exam	20%	
Final Exam	30%	
TOTAL	100%	

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

NB: The instructor reserves the right to change, substitute or add information to the weekly themes of the course schedule.

WEEKLY SCHEDULE

WEEK 1: AFRICAN SOCIETIES, PAST AND PRESENT

Major African civilizations and their global impact
Diversity of socioeconomic, political, religious, and aesthetic traditions and external influences

Readings:

--Special handouts

Video and discussions:

--Africa: *Program 1, Different but Equal; Program 7, The Rise of Nationalism* (Davidson)

--Selections from *Wonders of the African World*. Programs 1 and 2 (Gates)

WEEK 2: GLOBAL DISPERSION; THE MIDDLE PASSAGE

Readings:

--Uya, "The Middle Passage and Personality Change Among Diaspora Africans" (Harris, pp. 83-98)

--Levine, "African Culture and Slavery in the United States" (Harris, pp. 99-108)

Online assignments:

--<http://diaspora.northwestern.edu/> (*Global Mappings: A Political Atlas of the African Diaspora*). This interactive website demonstrates linkages between

transnational black politics, social movements and world historical events of the 20th century.)

Documenting The Global Black Experience For The 21st Century

--<http://www.nypl.org/research/sc/WEBEXHIB/legacy/legacy2.htm>

(*Documenting The Global Black Experience For The 21st Century* [Schomburg Library])

Videos:

--*Africa: Program 5, the Bible and the Gun* (Davidson)

--*Amistad* (Spielberg)

WEEK 3: DEFINING THE AFRICAN DIASPORA: KEY CONCEPTS

Readings:

--Shepperson, "African Diaspora: Concept and Context" (Harris, pp. 41-50)

--Skinner, "The Dialectic Between Diasporas and Homelands" (Harris, pp. 11-40)

--Wilson, "Conceptualizing the African Diaspora" (<http://people.cohums.ohio-state.edu/avorgbedor1/concpt1.pdf>)

--Alpers, "Defining the African Diaspora" (<http://people.cohums.ohio-state.edu/avorgbedor1/defs1.pdf>)

Video discussion:

--*Black Is...Black Ain't*

WEEK 4: KEY CONCEPTS, CONTD: Africanism, retention, syncretism, reinterpretation,

etc.

--Holloway, "Introduction [Africanisms]" (pp. ix-xxi of *Africanisms in American Culture*, Holloway; reserve)

--Price, "Maroons and their Communities" Intro to Richard Price, *Maroon Societies: Rebel Slave Communities.*, pp. 1-30; reserve)

--Evans. "African Elements in Twentieth Century United States Black Folk Music" *Jazzforschung / Jazz Research*, Austria Vol. X (1978):85-110 (reserve)

--Connor, "Africanisms in Slave Narratives" (Xerox on reserve)

--Apter, "Herskovits's Heritage: Rethinking Syncretism in the African Diaspora" (Xerox on reserve)

Video discussion:

--*The Land Where the Blues Began* (Lomax)

--*Eno Washington* (tracing African roots of African American dance forms)

WEEK 5: RETHINKING SYNCRETISM, CREOLIZATION AND ETHNIC IDENTITIES—EXAMPLES FROM LATIN AMERICAN MUSIC AND RELIGIOUS PRACTICES

Readings:

Kubik, "Ethnicity, Cultural Identity, and the Psychology of Culture Contact" (Béhague, *Music and Black Ethnicity*, pp. 17-46)

--Jorge, "La madama francesita: A New World Black Spirit" (Harris, pp. 205-222)

--Raboteau, "African Religions in America: Theoretical Perspectives" (Harris, pp.65-83)

Video discussion:

--*Bahia: Africa in the Americas*

--*The Garifuna Journey*

--*Santería* (PBS)

--*What is Black Theater?* (videotaped panel discussion at the 2003 International Drama and Theater conference)

WEEK 6: PAN-AFRICANISM, NÉGRITUDE AND GARVEYISM

[mid-term exam]

Readings:

--Kodi, "The 1921 Pan-African Congress at Brussels: A Background to Belgian Pressures" (Harris, pp. 263-288)

--Drake, "Diaspora Studies and Pan-Africanism" (Harris, pp. 451-514)

--Marin, "Garvey and Scattered Africa" (Harris, pp. 441-450)

--Shyllon, "Blacks in Britain: A Historical and Analytical Overview" (Harris, pp. 223-248)

--special handouts

Video discussion:

--*W.E.B. DuBois: Biography in Three Voices*

WEEK 7: GLOBAL DIMENSIONS—Asia and the Middle East

Readings:

--Hunwick, "African Slaves in the Mediterranean World: A Neglected Aspect of the African Diaspora" (Harris, pp. 289-324)

--Harris, "Africans in Asian History" (Harris, pp. 325-338)

Video discussion:

--*From Africa to India: Sidi Music in the Asian Diaspora*

--selections on the Oman/Gulf region

WEEK 8: RETURN MOVEMENTS AND CONTEMPORARY RECONNECTIONS

[critical reviews due]

Readings:

--Boadi-Siaw, "Garvey and Scattered Africa" (Harris, pp. 421-440)

--Steady, "Women of Africa and the African Diaspora: Linkages and Influences" (Harris, pp. 167-188)

--Wyse, "The Sierra Leone Krios: A Reappraisal from the Perspective of the African Diaspora" (Harris, pp. 339-368)

--Mahaniah, "The Presence of Black Americans in the Lower Congo from 1878-1921" (Harris, pp. 405-420)

Videos discussion:

--*The Language You Cry in* (investigates Gullah-Sierra Leone roots through interdisciplinary lenses)

WEEK 9: CONTEMPORARY INVENTIONS AND RECONNECTIONS

The Afrocentric Idea

Oyotunji Yoruba Village in the South

The Pan-African Festival in Ghana

Readings;

--Harris, "Return Movements to West and East Africa: A Comparative Approach" (Harris, pp. 51-64)

Video discussions:

--"Oyotunji Yoruba Village" (taped lecture by Kamari Clarke, 03/29/99)

--"Kwaanza"

WEEK 10: NEW KIDS ON THE BLOCK? THE NEW AFRICAN DIASPORA(S), IN AND OUT OF AFRICA

Selected case studies and creative works to demonstrate new collaborations and linkages, into and out of Africa with emphasis on performing and visual arts

BIBLIOGRAPHY

- Apter, Andrew. 1991. "Herskovits's Heritage: Rethinking Syncretism in the African Diaspora." *Diaspora* 1 (3):235-260.
- Béhague, Gerard, ed. *Music and Black Ethnicity: The Caribbean and South America*. New Brunswick: Transaction, 1994.
- Connor, Kimberly Rae. "Africanisms in Slave Narratives." *Multicultural Review* 5/2(June 1986):44-53.
- Evans, David. "African Elements in Twentieth Century United States Black Folk Music." *Jazzforschung / Jazz Research*, Austria Vol. X (1978):85-110.
- Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*. Cambridge, Mass.: Harvard University Press, 1993.
- Harris, Joseph E., ed. *Global Dimensions of the African Diaspora*. 2nd ed. Washington, D.C.: Howard University Press, 1993
- Holloway, Joseph E., ed. *Africanisms in American Culture*. Bloomington: Indiana University Press, 1990.
- Frazier, E. Franklin. *The Negro Family in the United States*. University of Chicago Press, 1946.
- Herskovits, Melville J. *The Myth of the Negro Past*. Harper & Brothers Publishers, 1941.
- _____. *Acculturation: The Study of Culture Contact*. Gloucester, Mass.: P. Smith, 1958.
- Price, Richard, ed. *Maroon Societies: Rebel Slave Communities in the Americas*. Garden

City, New York: Anchor Books, 1973.
Sterling, Stuckey. *Slave Culture. Nationalist Theory and the Foundations of Black America*. Oxford: Oxford University Press, 1987

Film-/Videography

Africa: A Voyage of Discovery. 8 video programs. Home Vision and MBT/RM Arts
Amistad (1998)

Bahia: Africa in the Americas

Black Is...Black Ain't

Eno Washington

The Garifuna Journey.

The Land Where the Blues Began

The Language You Cry in

From Africa to India: Sidi Music in the Asian Diaspora

W.E.B. DuBois: Biography in Three Voices

UNIVERSITY POLICIES

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**The Ohio State University
Colleges of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

African American and African Studies 3/25/04

 Initiating Academic Unit Date

African American and African Studies
 Book 3 Listing (e.g., Portuguese)

310 U 5

 Course Number Title Level Credit Hours

Type of Request: New Course

Linguistics
 Academic unit asked to review the request

4/8/04

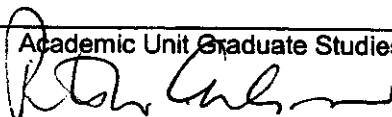
 Date response is needed

B. Information from the academic unit *reviewing* the request

- The academic unit **supports** the proposal.
 The academic unit **does not support** the proposal.

Attach your comments.

Signatures

- | | | |
|--|--------------|------|
| 1. Academic Unit Undergraduate Studies Committee Chair | Printed Name | Date |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
| 3. Academic Unit Chair/Director | Printed Name | Date |
- 
Peter W. Culicover
3/29/04

**The Ohio State University
Colleges of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

African American and African Studies 3/25/04

 Initiating Academic Unit Date

African American and African Studies
 Book 3 Listing (e.g., Portuguese)

 310 U 5
 Course Number Title Level Credit Hours

Type of Request: New Course

Anthropology
 Academic unit asked to review the request

 4/8/04
 Date response is needed

B. Information from the academic unit *reviewing* the request

- The academic unit **supports** the proposal.
 The academic unit **does not support** the proposal.

Attach your comments.

Signatures

1. Academic Unit Undergraduate Studies Committee Chair	W. Scott McGraw Printed Name	3/29/04 Date
2. Academic Unit Graduate Studies Committee Chair	_____ Printed Name	_____ Date
3. Academic Unit Chair/Director	Clark Spencer Larsen Printed Name	3/29/04 Date

**The Ohio State University
Colleges of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

African American and African Studies 3/25/04

 Initiating Academic Unit Date

African American and African Studies
 Book 3 Listing (e.g., Portuguese)

310 U 5

 Course Number Title Level Credit Hours

Type of Request: New Course

History

Academic unit asked to review the request

4/8/04

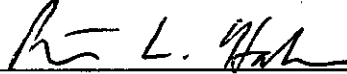
 Date response is needed

B. Information from the academic unit *reviewing* the request

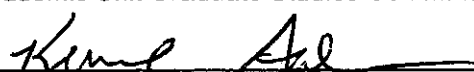
- The academic unit **supports** the proposal.
 The academic unit **does not support** the proposal.

Attach your comments.

Signatures

 Peter L. Hahn 4/6/04
 1. Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

 Kenneth Andrien 4-7-04
 3. Academic Unit Chair/Director Printed Name Date

RECEIVED
 APR 15 2004
 ASC CURRICULUM