

OHIO STATE NEW COURSE REQUEST

College: Of Humanities of the Colleges of Arts and Sciences

Academic unit: African American and African Studies

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

Proposed

Course No: 485.04 Full Title of Course: Study/Travel Abroad to West Africa (Ghana)

Proposed Effective Qtr/Yr: SU AU 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: _____

Level U G P

Credit Hours: 09/8

Description (*not to exceed 25 words*): This course offers students an opportunity to critically examine conflicts arising from West Africa's role in the slave trade and its post-colonial condition and discourse.

Quarter offered (check): SU AU WI SP Distribution of class time/contact hours: 2-2/2HR
Quarter and contact/class time hours information should be omitted from Book 3 publication: (check here)

Prerequisite (s): 485.03

Exclusion or limiting clause: _____

Repeatable to a maximum of 3 credit hours.

Cross-listed with: NA

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

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

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

Other General Course Information:

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

Subject Code _____ Subsidy Level (V, G, T, B, M, D, or P) _____

(For explanation see the following web sites:

www.ureg.ohio-state.edu/ourweb/srs/cip or www.regents.state.oh.us/hel/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: This course is designed to enable American Students to attain an appreciation of West Africa's history and cultural traditions.

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.

NA ~~What paid for? Instructed to be paid~~

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

Yes No List: 485.03

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

6. Expected section size: 25 Proposed number of sections per year: one (1)

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 10-27-03
 Academic Unit Undergraduate Studies Committee Chair (Undergraduate course) Printed Name Date

Academic Unit Graduate Studies Committee Chair (Undergraduate/Graduate course) Printed Name Date

Steven Fink STEVEN FINK 2-19-04
 School/College Undergrad Curriculum Committee (Undergraduate/Graduate course) Printed Name Date

School/College Graduate Curriculum Committee (Undergraduate/Graduate course) Printed Name Date

Kenneth W. Gains Kenneth W. Gains 10-27-07
 ACADEMIC UNIT CHAIR / SCHOOL DIRECTOR Printed Name Date

Edward H. Adelson Edward H. Adelson 2-19-04
 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

Study/Travel Abroad to Western Africa - AAAS 485.04

Dr. Walter Rucker

1.0 Course Objective:

The course aims at broadening the range of courses taught by the African-American and African Studies Department. It also offers undergraduate and graduate students unique opportunities to critically examine conflicts and struggles arising from West Africa's role in the slave trade and its post-colonial condition. The course will explore the comparative relationship between the events and conditions of West African countries on the one hand, with those of the rest of the Africana world on the other. In this process of detailing the connections and relationships evident throughout the African Diaspora, this course will also allow for an appreciation of the unique conditions, institutions and actors in the West African past and present. The aim will be to enable Ohio State University students to obtain an appreciation of West Africa's history and cultural traditions by introducing them to a broad range of social, cultural, ecological, political and historical realities in a single nation within the western portion of the African continent.

An experiential component is offered for this course which will have, as its a major focus, a three-week guided field trip to a sampling of important and representative sites in West Africa covered in the first part of the course. Lectures, demonstrations and group discussion will be an integral part of the trip, and through such engagements students will be expected to develop a historical-cultural consciousness and awareness of West Africa's cultural aesthetics and heritage, and of its discourse and history. The sites will be selected because of their situation within the history and politics of their time, and their reflection of the general social context of West African life. Each site, therefore, will help the students to explore the dominant themes in the West African experience.

1.1 Prerequisites: AAAS 485.03.

1.2 Sample Course Reading List:

- David Birmingham, *Kwame Nkrumah: The Father of African Nationalism*
- Sylviane Diouf, ed., *Fighting the Slave Trade*
- Robert B. Edgerton, *The Fall of the Asante Empire*
- Trevor Getz, *Slavery and Reform in West Africa*
- T. C. McCaskie, *State and Society in Pre-colonial Asante*
- George Padmore, *Pan Africanism or Communism*

8. **George Padmore Centre:** This site is dedicated to one of the main twentieth-century advocates of Pan-Africanism and African unity. (1/2 day)
9. **Arts Centre:** Second probably to Kumasi's Centre for National Culture, this location is one of the best places in Ghana to see craftsmen and craftswomen ply their various trades. (1 day)
10. **Osu:** Southern suburb of Accra, Osu is the location where most foreign students live during extended study abroad stays. With its many internet cafes, night clubs and modern restaurants, this cosmopolitan region provides a sharp contrast to the images many Americans have regarding life in Africa. (1/2 day)
11. **Makola Market:** With more of the traditional market flavor than what is found at the Arts Centre, Makola will provide students with a sense of a real West African market. Most vendors at Makola and other traditional markets are female which signifies the historical importance women played in West African economies. (1/2 day)
12. **Timber Market:** Location where modern day spiritualists purchase their wares. This market has items ranging from mystical powders and amulets to Christian crosses and bibles, demonstrating the intersection between local and foreign religion. (1/3 day)

B. Kumasi, Ghana: Seat of power of the Asante kingdom, Kumasi—for the past four centuries—has been one of the most important commercial and political centers in all of West Africa. This region is still surrounded by a number of craft villages which supply a lucrative export trade in Ghanaian art. Historically, Kumasi was the point of origin of many enslaved Africans embarking on ships leaving the Gold Coast during the era of the slave trade. (5 days total)

1. **Centre for National Culture:** Ghana's most important museum is located in downtown Kumasi. The Centre has a sizable collection of archaeological findings and contemporary Ghanaian art. On the grounds of the Centre is a sizable market place where visitor's can purchase items from a number of craft villages which surround Kumasi. (1/3 day)
2. **Prempeh II Jubilee Museum:** Sharing the same grounds as the Centre for National Culture, the Jubilee Museum has an amazing collection of historical artifacts from the reign of Nana Osei Agyeman Prempeh II—king of the Asante who attempted to undermine British imperial rule. Prempeh II was eventually captured by the British and imprisoned at Elmina Castle. The museum contain thee important artifacts: 1) a copy of the "fake" golden stool given to British authorities in 1900 who wanted to destroy this symbol of Asante identity; 2) a picture of the real golden stool which descended from the sky more than three hundred years ago; and 3) the royal cask of Nana Osei Tutu, the original king of Asante who founded the kingdom more than three centuries ago. (1/3 day)
3. **Kejetia Market:** Heralded as the largest open air market in West Africa. With more than 10,000 traders and stores, it is one of the most massive commercial spaces in the world. (1/3 day)
4. **Bonwire:** Craft village and former tributary of Kumasi, Bonwire still specializes in the production of Kente cloth—a ceremonial fabric worn by Asante royalty and popular worldwide for its intricate weaving patterns and designs. (1/3 day)
5. **Ahwiaa:** Craft village and former tributary of Kumasi, Ahwiaa specializes in the production of wood carvings. Craftsmen, using traditional tools and methods, can be

region to ship large numbers of enslaved Africans to Europe and the Americas. St. Jago was built beginning in 1665 by the Dutch as a means of keeping their control over Elmina which was wrested away from the Portuguese in 1637. Located near the modern-day village of Abanze, Fort Kormantse (Amsterdam) requires a brief hike but is well worth the effort. (4 days)

G. Assin Manso (the Slave River): Heading South from Kumasi towards the coastline, this location was of central importance during the slave trade. Assin Manso—located about an hour north of Cape Coast—was the last place enslaved Africans in this region were given baths before their trade to European factors on the coast. Recently, the remains of two American-born slaves were re-interred at this site as a symbolic return home. (1/2 day)

H. Kakum National Park: Roughly one hour from Cape Coast, Kakum has one of the largest remaining segments of Ghana's tropical rain forest. Amazing lush vegetation and a detailed guided tour makes a visit to Kakum one of the most intriguing activities in all of Ghana. In addition, visitors get to navigate a 40 meter high canopy walkway which allows for a birds-eye-view of the rain forest. This particular visit will allow students to see the ecological impact of imperialism and modernization since Kakum is one of the dwindling number of pristine habitats for wildlife in West Africa. (1/2 day)

1.4 Selected themes to guide the study tour:

1. In various ways, students will be introduced to the geographic, historic and cultural background to West African societies: How did people deal with their environment and overcome constraints? What was the nature of the encounter between Africa and Europe?
2. The modern controversy regarding African participation in the Atlantic slave trade: The differences between slave systems in West Africa and the Americas. The nature of the slave trade and the locus (or loci) of power.
3. Colonization in West Africa and African response to foreign penetration: Portuguese explorers, Islamic incursions in the Western Sudan, European trade and slavery, the resettlement colonies (Sierra Leone and Liberia), the scramble for West Africa, and the major empire builders in Atlantic Africa (Britain, France and Portugal).
4. Post-colonial society in West Africa: the colonial structure left behind by colonizers and its exploitative and corrosive effects on African traditions, women, and workers. Political ideologies in colonial and post-colonial West Africa, especially Abolition (of the slave trade and slavery), Negritude, the New Negro Movement, Pan-Africanism, African Nationalism, Black Power, Socialism and Communism.
5. The coming of European colonists and missionaries to West Africa, and the divisions, tension and conflicts they create among the indigenous African population. African traditional values, crafts and ways of life. The tragic confrontation: Traditionalists versus Modernists. The mother-son, and mother-daughter relationships, motherhood and womens' collectives or sisterhoods as empowering socio-political structures in the African society.

1.0 Course Objective:

Study/Travel Abroad to West Africa (Ghana)- AAAS 485.04

Walter Rucker, Instructor

Course Objective:

As part of its "re-awakening," Africa has been re-positioning itself through economic and political zoning, such as the emergence of Economic Commission for West African States (ECOWAS), a grouping of nations aimed at fostering an economic and political integration of the continent in the face of famine, floods, military conflicts, genocide and the AIDS epidemic. In African history, three ancient to early modern kingdoms—Ghana, Mali and Songhai—dominated the sudanic portion of West Africa from roughly 300 A.D. to the 1590s and their presence fully demonstrate the existence of "civilizations" in this region. Even the smaller city-states and regional kingdoms like Djenné, Timbuktu, Benin, Asante and Dahomey played integral roles in West African history. In addition, West Africa was the site of the first significant encounters with European explorers during the mid-fifteenth century. The history of slavery and the many Atlantic slave trade sites dotting its coastline, including Goree, Bunts Island, Cape Coast and Elmina, make West Africa one of the most essential locations in the study of the early modern world. West Africa also offers unique examples of the patterns of human migration, European expansion and settlement, and is an interesting site for the struggle for freedom and justice, as well as nation building. West Africa's re-awakening has also re-kindled pan-African ideals proposed by scholars, activists and political figures like W. E. B. Du Bois, George Padmore, Kwame Nkrumah and George Washington Williams at the dawn of the twentieth century. This course, therefore, is intended to critically examine the social, cultural and economic changes in Africa and their impact on its contemporary political landscape and the environment.

The course aims at broadening our African-American and African Studies courses currently taught by the department, and offer students an opportunity to critically examine conflicts and struggles arising from West Africa's role in the slave trade and its post-colonial condition and discourse. The course will explore the comparative relationship between the events and conditions surrounding African countries on the one hand, with those of the rest of the black world, and also appreciate the unique conditions, institutions and actors in African and African American history and their connectedness. The aim will be to enable American students to attain an appreciation of West Africa's history and cultural traditions by introducing them to a broad range of social, cultural, ecological, political and historical realities in a single region of the African continent.

The course will be taught through lectures, group discussions, films, audio recordings, library searches, computer databases and internet activities intended to expose students to social, political, ecological and cultural realities of a particular region, and explore the wider cultural and social environment in which politico-cultural transformations occur. The course will have, as one of its primary objectives, the fostering of knowledge and appreciation of West African societies and cultures. Students will be encouraged to work in groups to foster discussion and teamwork, and through group discussions, lectures and assignments. The organizing objective of the course will be to understand African society

Bois renounced his U.S. citizenship and spent the last years of his life here. While most of his personal papers have been sent to the University of Massachusetts, Du Bois' library, personal items and a handful of his writings are still housed at the Centre. (1 day)

3. **Kwame Nkrumah Mausoleum:** Because of his almost single-minded commitment to Pan-African unity, Ghana's first president is often described as "a good African, but a bad Ghanaian." Despite this ambiguous legacy, Nkrumah is still celebrated as the first president of an independent African state in the modern era. This mausoleum not only contains his burial site, but also has one of the better museum's in the entire country. (1/2 day)
4. **Independence Square:** Also known as "Black Star Square," this was the site where Nkrumah delivered his inaugural speech as Ghana's first president. (1/2 day)
5. **George Padmore Centre:** This site is dedicated to one of the main twentieth-century advocates of Pan-Africanism and African unity. (1/2 day)
6. **Arts Centre:** Second probably to Kumasi's Centre for National Culture, this location is one of the best locations in Ghana to see craftsmen and craftswomen ply their various trades. The Arts Centre is also one of the largest open air markets in the country. (1 day)
7. **Osu:** Southern suburb of Accra, Osu is the location where most foreign students live during extended study abroad stays. With its many internet cafés, night clubs and modern restaurants, this cosmopolitan region provides a sharp contrast to the images many Americans have regarding life in Africa. (1/2 day)
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B. Kumasi, Ghana: Seat of power of the Asante kingdom, Kumasi—for the past four centuries—has been one of the most important commercial and political centers in all of West Africa. This region is still surrounded by a number of craft villages which supply a lucrative export trade in Ghanaian art. Historically, Kumasi was the origin point of many enslaved Africans embarking on ships leaving the Gold Coast during the slave trade. (5 days total)

1. **Centre for National Culture:** Ghana's most important museum is located in downtown Kumasi. The Centre has a sizable collection of archaeological findings and contemporary Ghanaian art. On the grounds of the Centre is a sizable market place where visitor's can purchase items from a number of craft villages which surround Kumasi. (1/2 day)
2. **Bonwire:** Craft village and former tributary of Kumasi, Bonwire still specializes in the production of Kente cloth—a ceremonial fabric worn

of British imperialism, both Takoradi and Sekondi became emblematic of the economic dominance of foreign interests in Ghana and remain as symbols of the neo-colonial domination of West Africa by European interests. Takoradi currently houses Ghana's naval fleet and a number of ECOWAS facilities. (2 days)

E. Winneba, Ghana: Like Takoradi and Sekondi, this location was important during the slave trade and also became a regional seat of British imperial power. (1 day)

F. Cape Coast/Elmina/Fort Kormantse, Ghana: These three slave fortresses are located on a ten-mile stretch between Takoradi and Accra and fully epitomize the horrid slave experience. Both Cape Coast and Elmina have become UNESCO World Heritage sites and offer guided tours which include historical discussions of both the European and African role in the slave trade. Elmina was the first European fort built on the West African coast and became the first location in the region to ship large numbers of enslaved Africans to Europe and the Americas. Located near the modern-day village of Abanze, Fort Kormantse requires a brief hike but is well worth the effort. (4 days)

1.3 Selected themes to guide the study tour:

1. Students will be introduced to the ~~geographic, historical and cultural background~~ to the current West African geographic, historical, and political condition. How did people deal with their environment and overcome constraints? What was the nature of the encounter between Africa and Europe, etc.

2. The modern controversy regarding African participation in the Atlantic slave trade. The differences between slave systems in West Africa and the Americas. The nature of the slave trade and the locus (or loci) of power.

2. Colonization in West Africa and African response to foreign penetration: Portuguese explorers, Islamic incursions in the Western Sudan, European trade and slavery, the resettlement colonies (Sierra Leone and Liberia), the scramble for West Africa, and the major empire builders (Britain, France and Portugal).

3. Post-colonial society in West Africa: the colonial structure left behind by colonizers and its exploitative and corrosive effects on African traditions, women, and workers. Political ideologies in colonial and post-colonial West Africa—especially Abolition (of the slave trade and slavery), Negritude, the New Negro Movement, Pan-Africanism, African Nationalism, Black Power, Socialism, Communism, etc.

4. The coming of European colonists and missionaries to West Africa, and the divisions, tension and conflicts they create among the indigenous African population. African traditional values, crafts and way of life. The tragic

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/>.

Study/Travel Abroad to Western Africa - AAAS 485.04

This is an attempt to clarify confusion regarding changes in AAAS 485 study abroad courses. The reason for changing course numbers from the 300 to the 400 level is simply because our department is restructuring the curriculum by designating 300-level courses as **methods/skills** courses, and moving experiential courses, such as study abroad, to the 400 level.

The base course for the study abroad to Western Africa courses is 485.03, which all students must complete before travel. The 5-unit course package of 485, 485.01, 485.02, 485.03, and 485.04 lays out the framework for the content of the course, such as historical issues, political change, economic development, the environment, and basic language and culture of the selected regions. Students take a ten-week course (485.01 or 485.03) in which they have lectures, videos, discussions, papers and exams to test their knowledge of course content. Each of the even numbered courses designate an area of travel, so that, for example, 485.02 will consist of travel in Southern Africa, and 485.04 to West Africa.

The rationale for increasing the credit hours is that (1) the level of intellectual rigor involved in the study abroad course, and the amount of academic material covered during the trip, is not properly reflected in current credit hour accreditation. (2) Raising credit hours will put the course more in line with comparable courses on campus, some of which were developed by using AAAS 385 as a template, such as "Bolivia cultures, literatures, and historical and contemporary issues," which is for 8 days and 5 credit hours, and "Jiangnan (Yanggzi River Delta) cities in late imperial and Republican China," which is for 3 weeks and 12 credit hours, and our course is for 3 weeks and 8 credit hours. (3) The 8 credit hours will therefore more accurately reflect the broad curricular restructuring that the department has embarked upon, and indicate more forcefully the experiential and interdisciplinary nature of the student intellectual engagement demanded. (4) The course, which exposes students to social, political, ecological and cultural realities of the African continent, and explores the wider cultural and social environment in which politico-cultural transformations occur, is valued very highly by students, as made evident from the student evaluations.