
Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area African American & African Std
Fiscal Unit/Academic Org African-Amer & African Studies - D0502
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1111
Course Title Introduction to Africa
Transcript Abbreviation Intro to Africa
Course Description This course is a multidisciplinary introduction to the history, peoples, and cultures of Sub-Saharan Africa. Via a diverse set of sources and mediums, including lms, literature, visual art, human rights reports, etc., students will be introduced to a number of important expressions, ideas, episodes, events, and trends in Africa, past and present.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0201
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

Historical and Cultural Studies

Course Details

Course goals or learning objectives/outcomes

- Students will become familiar with the social and cultural diversity (geography, peoples, and polices) of the African continent.
- Students will be introduced to culturally significant historical events and eras to understand these in their local and global contexts
- Students will learn about contemporary African political issues and movements as expressions of and engagements with public culture in Africa today
- Students will encounter a variety of expressive cultural forms, including: visual cultures, film cultures, literary cultures, and music cultures
- Students will engage with philosophies and theories of independence and decolonization, ideologies of race and ethnicity, and human rights discourse
- Students will be able to interpret, assess, and evaluate various ideas, events, issues, and expressions relevant to the cultural study of Africa

Content Topic List

- History, peoples and cultures of Sub-Saharan Africa
- Single stories and Africa in the American imagination
- Global Africa in the Middle Ages
- The Trans-Atlantic Slave Trade
- Women in Africa: colonial disruptions

Sought Concurrence

No

Attachments

- AFAMAST_1111_IntroductionToAfrica_Syllabus.pdf: Syllabus
(Syllabus. Owner: Beckham, Jerrell)
- AFAMAST_1111_ge-foundations-submission_CulturalStudies.pdf: Foundations Form Cultural Studies
(Other Supporting Documentation. Owner: Beckham, Jerrell)

Comments

COURSE REQUEST
1111 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/22/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	11/15/2021 01:09 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	11/15/2021 02:09 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/22/2021 11:23 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/22/2021 11:23 AM	ASCCAO Approval

The Ohio State University
The Department of African American and African Studies

AFAMAST 1111
Introduction to Africa
GE: Cultural Studies (Foundation)

Professor:

Term:

Meeting Time/Place:

Office Hours Time/Place:

Course Description:

This course is a multidisciplinary introduction to the history, peoples, and cultures of Sub-Saharan Africa. Via a diverse set of sources and mediums, including films, literature, visual art, human rights reports, etc., students will be introduced to a number of important expressions, ideas, episodes, events, and trends in Africa, past and present.

Course Goals and Objectives:

- 1- Students will become familiar with the social and cultural diversity (geography, peoples, and politics) of the African continent
- 2- Students will be introduced to culturally significant historical events and eras to understand these in their local and global contexts
- 3- Students will learn about contemporary African political issues and movements as expressions of and engagements with public culture in Africa today
- 4- Students will encounter a variety of expressive cultural forms, including: visual cultures, film cultures, literary cultures, and music cultures
- 5- Students will engage with philosophies and theories of independence and decolonization, ideologies of race and ethnicity, and human rights discourse
- 6- Students will be able to interpret, assess, and evaluate various ideas, events, issues, and expressions relevant to the cultural study of Africa

GE (Foundation): Cultural Studies:

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

- **Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.**
- **Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.**
- **Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.**
- **Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.**

GE Rationale:

“Introduction to Africa” serves to introduce students to Africa's cultural diversity and significance, via a survey of "important expressions, ideas, episodes, events, and trends in Africa, past and present." Examples of significant cultural topics, concerns, and issues include: the global scope of medieval African societies, the trans-Atlantic slave trade and diaspora formation, the history of African resistance to European empire, working-class social movements and labor organization, decolonial politics and the struggle for independence, feminist politics and social movements, the work (and critique) of international development and human rights organizations, prominent works and figures in the visual and performing arts, and current "Afrofuturist" ideas, expression, and trends.

Required Text(s):

- **Toyin Falola, *The Power of African Cultures* (University of Rochester Press, 2003)**
- **Ousmane Sembène, *God's Bits of Wood* (1960)**
- **Ayi Kwei Armah, *The Beautiful Ones are Not Yet Born* (1968)**
- **Human Rights Watch report on DR Congo, 2020**
- **Additional readings will be made available via carmen**

Course Assignments:

1. **Weekly Response Papers: 400 words, an overview and critical response to the reading and related media assigned for the week, placing these “texts” in conversation with course content already covered. For these papers, students should not merely summarize weekly course content. This is a space for critical and constructive interpretation of key ideas, issues, events, and works. It is also a space to reflect on the social and ethical implications of such inquiry. Questions and prompts will be**

provided to help students orient themselves in the content of the assigned readings/media.

2. **Midterm Exam:** in-class exam with short identifications (describing selected cultural phenomena, events, and ideas) and an essay question (demonstrating informed analysis of a cultural phenomenon, event, or idea).
3. **Final Exam:** open book, take-home exam based around an essay question. For this exam, students will describe, interpret, and analyze a relevant cultural issue, event, idea, or expression relevant to the study of Africa today. Essays will be modeled on analytic and interpretive methods encountered in class throughout the semester. Essays should include both primary and secondary sources, properly referenced and cited in the text and bibliography. Successful essays will apply appropriate sources and methods when responding to the question posed.

Assessment/Grading:

- **Class Attendance and Participation (20%)**
- **Weekly Response Papers (30%)**
- **Midterm (20%)**
- **Final (30%)**

GRADING SCALE

93 - 100 (A)

90 - 92.9 (A-)

87 - 89.9 (B+)

83 - 86.9 (B)

80 - 82.9 (B-)

77 - 79.9 (C+)

73 - 76.9 (C)

70 - 72.9 (C-)

67 - 69.9 (D+)

60 - 66.9 (D)

Below 60 (E)

Course Policies and Resources

Land Acknowledgement

We acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act

of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

Disability Services

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone [614- 292-3307](tel:614-292-3307), or by email at slds@osu.edu.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or suicidepreventionlifeline.org

Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Academic Misconduct and Plagiarism

Plagiarism, cheating, or other forms of academic misconduct will not be tolerated. All cases of academic dishonesty or misconduct (e.g., cheating, plagiarism, unauthorized copying or collaboration, forging signatures on class rosters) will be directed to the Committee on Academic Misconduct (COAM). According to University rule, it is the responsibility of the COAM 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 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Please take particular note of the university policy on plagiarism. If someone else writes your paper (or exam), or if you use someone else’s ideas as your own without acknowledging their contributions, you are committing plagiarism, which is a case of academic misconduct. This rule applies to all information obtained on the internet. If you are unclear about what specifically constitutes plagiarism, please contact me or refer to the Writing Center:

<http://cstw.osu.edu/writing-center/handouts/plagiarism>

Course calendar:

- 1. Single Stories and Africa in the American Imagination**
 - A. Chimamanda Ngozi Adichie, “The Danger of A Single Story”**
 - B. Group exercise around American stereotypes of Africa**
- 2. Global Africa in the Middle Ages: Mansa Musa and the empire of Mali**

- A. The Place of West Africa in the World: the travel journal of Ibn Battutta
 - B. Islamic Cultures in Africa through the (online) Metropolitan Exhibition 'Sahel: Arts and Empire on the Shores of the Sahara'
3. History and Spirituality in the Kongo Kingdom
 - A. Central African cosmologies through Kongo art objects
 - B. Kongo Christianity and the Global Politics of the Kongo kingdom: images of the royal court and royal correspondence between the Kongo and Portuguese kings
 4. The Trans-Atlantic Slave Trade
 - A. Histories of the Trans-Atlantic Trade through the Transatlantic Slavery database
 - B. African cultures in the Americas
 5. Shaka Zulu: myth and man
 - A. Popular Representations of Shaka Zulu in Past and Present
 - B. Historical Analysis of Shaka
 6. Colonialism: Ousman Sembène's *God's Bits of Wood*
 - A. As a literary text
 - B. As a historical or primary source
 7. West African Film Cultures
 - A. Sembène as a filmmaker
 - B. Nollywood cultures in Nigeria
 8. Independence vs. decolonization: Freedom in 1960?
 - A. Pan-Africanism and Independence: Negritude
 - B. Global Contours of Decolonization:
 9. Women in Africa: colonial disruptions?
 - A. Colonialism and changing gender roles: the life of Kimpa Vita
 - B. 'Sitting on a man': Igbo women's protests
 10. Postcolonial Africa: Ayi Kwei Armah, *The Beautiful Ones are Not Yet Born*(1968)
 - A. As a Literary Text
 - B. As a primary source
 11. Exploitation in central Africa and Human Rights Violations
 - A. From Reb Rubber to Coltan
 - B. Human Rights, International Aid, and Policy Making
 12. The Visual Art of El Anatsui: Past, Present, and Future of the African anthropocene
 - A. El Anatsui and the Past
 - B. El Anatsui and the Future
 13. Youth cultures: Hip-hop in/and Africa
 - A. Hiplife in Ghana: 'Living the Hiplife' documentary by Jesse Weaver Shipley
 - B. MC Solaar: France, Senegal, and Black Culture

14. Afrofuturism

- A. Past, Present, and Future in Afrofuturism: Alondra Nelson on Afrofuturism (youtube)**
- B. Afrofuturism in Art and Popular Culture**

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

AFAMAST 1111, "Introduction to Africa," serves as "a multidisciplinary introduction to the history, cultures, and peoples of Sub-Saharan Africa." While history is an important aspect of this course, in terms of its organization and content, the primary purpose of the course is to introduce students to Africa's cultural diversity and significance, via a survey of "important expressions, ideas, episodes, events, and trends in Africa, past and present." Examples of significant cultural topics, concerns, and issues include: the global scope of medieval African societies, the trans-Atlantic slave trade and diaspora formation, the history of African resistance to European empire, working-class social movements and labor organization, decolonial politics and the struggle for independence, feminist politics and social movements, the work (and critique) of international development and human rights organizations, prominent works and figures in the visual and performing arts, and current "Afrofuturist" ideas, expression, and trends.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

There are five course goals that support this ELO, pertaining to the study of "major forms of human thought, culture, ideas, or expression" in the study of Africa, past and present: 1.) "Students will be introduced to culturally significant historical events and eras to understand these in their local and global contexts;" 2.) "Students will learn about contemporary African political issues and movements as expressions of and engagements with public culture in Africa today;" 3.) "Students will encounter a variety of expressive cultural forms, including: visual cultures, film cultures, literary cultures, and music cultures;" 4.) "Students will engage with philosophies and theories of independence and decolonization, ideologies of race and ethnicity, and human rights discourse;" and 5.) "Students will be able to interpret, assess, and evaluate various ideas, events, issues, and expressions relevant to the cultural study of Africa."

The "analysis and interpretation" of these "cultural phenomena and ideas" are supported by weekly course readings and related media assignments. Readings and related media assignments are assessed with weekly response papers (worth 30% of the over grade). In these papers, students are encouraged to not merely summarize the assigned content, but critically interpret the ideas, events, issues, and expressions they encounter each week. Further, their response papers are expected to reflect cumulative knowledge and understanding of the weekly course content. Further assessments of course content appear on comprehensive midterm and final exams.

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

There are five course goals that support this ELO, pertaining to the study of African(ist) "cultural phenomena and ideas across time:" 1.) "Students will be introduced to culturally significant historical events and eras to understand these in their local and global contexts;" 2.) "Students will learn about contemporary African political issues and movements as expressions of and engagements with public culture in Africa today;" 3.) "Students will encounter a variety of expressive cultural forms, including: visual cultures, film cultures, literary cultures, and music cultures;" 4.) "Students will engage with philosophies and theories of independence and decolonization, ideologies of race and ethnicity, and human rights discourse;" and 5.) "Students will be able to interpret, assess, and evaluate various ideas, events, issues, and expressions relevant to the cultural study of Africa."

Students are asked to "describe and analyze" such African(ist) ideas, events, issues, and expressions in all course assignments. Weekly response papers ask students to "not merely summarize weekly course content," but rather engage in "critical and constructive interpretation of key ideas, issues, events, and works relevant to the study of Africa." Further, the Midterm Exam includes short identification questions (necessitating ample description) and an essay question (necessitating informed analysis). Finally, the take-home, open-book Final Exam requires students to employ primary and secondary sources to "describe, interpret, and analyze a relevant cultural issue, event, idea, or expression relevant to the study of Africa today."