

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only  
Number LS81  
Action Approved  
Date 4/13/89

UWUCC Use Only  
Number \_\_\_\_\_  
Action \_\_\_\_\_  
Date \_\_\_\_\_

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Culture Area Studies: Africa AN 271  
DEPARTMENT Sociology/Anthropology  
CONTACT PERSON Dr. Miriam Chaiken or Dr. Laurence Kruckman

II. THIS COURSE IS BEING PROPOSED FOR:

Course Approval Only  
 Course Approval and Liberal Studies Approval  
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Thomas Nowak  
Department Curriculum Committee

Chad D. ...  
College Curriculum Committee  
Director of Liberal Studies  
(where applicable)

Ray ...  
Department Chairperson  
Walt ...  
College Dean\*

\_\_\_\_\_  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted  
to LSC 11-1-88  
to UWUCC \_\_\_\_\_

Semester/Year to be  
implemented FALL, 1989

Date to be published  
in Catalog 1989

## CATALOGUE DESCRIPTION - CULTURES OF AFRICA

3 Semester Hours Credit

This course will explore the cultural diversity of the continent of Africa. The first unit will examine the historical processes which shaped modern society, including the formation of indigenous African empires, the evidence for trade routes, slave raiding, and colonialism. The second unit will examine the nature of African traditional societies, including analyses of forager, pastoralist, and agricultural groups. The last unit will cover issues of contemporary development in Africa, such as famine and agricultural policy, the status of women in economic development, and apartheid. Reading will include ethnographic and historical accounts of African society as well as selections by African writers on the issues of contemporary society.

SYLLABUS  
CULTURES OF AFRICA

Instructor: Dr. Miriam Chaiken

Description of the course: This course will examine the societies of Africa, both historical and modern, specifically concentrating on Twentieth century change and its consequences. The first part of the course will focus on the history of Africa, starting with the indigenous social organization, and then examining the effects of slavery, the spread of Islam, and colonialism. The second major theme of the course is to describe the nature of traditional societies, from hunting and gathering band level groups, to pastoral systems, to various agricultural societies. The final segment of the course will emphasize issues of development and social change in African society.

Requirements of the course: your grade will be based on oral and written book reviews, and two essay examinations. There will be three book reviews and oral presentations for each student, the first subject will be one of the classic ethnographies of an African culture, the second will be on African expression (a novel or political essay by an African writer), and the final book will be focused on some development issue. A list of books from which you may select will be distributed at a later date. Each book review and each oral presentation will count for 10% of your course grade.

There will be a midterm and a non-comprehensive final exam, both essay in format. Each exam will count for 20% of your final grade.

Required reading: In addition to the three books you will be required to read for your book reviews, the following books are required reading and are available at the Student Co-op Bookstore.

Schneider, H. The Africans  
Lee, Richard The Dobe Kung  
Paton, Alan Cry, The Beloved Country  
Robertson, A.F. Community of Strangers

## COURSE OUTLINE

### TOPIC

### READING ASSIGNMENT

#### I. Introduction (one lecture)

#### HISTORICAL DEVELOPMENT OF THE CONTINENT

- II. History of Africa (three weeks)  
Indigenous Kingdoms  
film: Ancient Africa  
Slavery and the Slave Trade  
The Spread of Islam  
Colonialism  
Independence struggles  
film: New Conflicts
- Schneider, Chs. 1 & 2  
plus your first  
ethnography

#### III. Early Ethnographic Research (one week)

#### IV. Student Presentations I - The Classic Ethnographies (two classes)

#### INDIGENOUS AFRICAN SOCIETIES

- V. Traditional Hunter-Forager Societies (two weeks)  
Ecological niches and cultural adaptations  
Central African Pygmies  
Dobe Kung adaptation and culture change  
Film: N!ai: Story of a Kung Woman
- Schneider Chs. 3, 4, 5, and 6  
Dobe Kung
- VI. Traditional Pastoral Societies (one week)  
Karamojong to Luo transition  
sedentarization of nomads  
W. African nomads  
film: Kenya Boran
- read your selection on  
African Expression

#### MIDTERM EXAM

#### VII. Student Presentations II. - Examples of African Expression (two classes)

- VIII. Traditional Agricultural Societies (one week)  
Subsistence agriculture and environment  
introduction of market economies  
Discussion: Community of Strangers
- Community of Strangers

DEVELOPMENT AND CONTEMPORARY ISSUES  
(four weeks)

- IX. Environment and Economic Change      Schneider, Ch. 9  
begin reading devel. bk
- X. Status and Roles of African Women
- XI. Health and Population Issues  
film: Maragoli
- XII. Agricultural Change, Food Security, and Famine  
Cash cropping and its consequences  
Farming systems research and the quest for  
food security  
Famine early warning systems - cultural and  
environmental data  
Film: Politics of Food
- XIII. Apartheid, and other evils      Cry the Beloved Country  
historical development and economic  
foundations of apartheid  
modern apartheid and lifestyles of  
black vs. white  
Film: Children of Apartheid  
Tribalism - The S.M. Otieno case
- XIV. Student Presentations III. - Development Issues (two classes)
- XV. FINAL EXAMINATION

BIBLIOGRAPHY  
CULTURES OF AFRICA\*

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1965 The African Husbandmen.
- Asad, Talal  
Anthropology and the Colonial Encounter.
- Ayot, Henry Okello  
1979 A History of the Luo-Abasuba of Western Kenya from AD 1760  
-1940.
- Barnett, Tony  
1977 The Gezira Scheme. An Illusion of Development.
- Arens, William ed.  
1976 A Century of Change in Eastern Africa.
- Beattie, John  
1960 Bunyoro, An African Kingdom.
- Boamah-Wiafe, Daniel  
1987 Africa Today. Its Peoples and Contemporary Cultures.
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\* full references will be provided, if requested.

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1987 A Nilotic World. The Atuot-speaking Peoples of the Southern Sudan.
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1971 The Zimbabwe Culture:- Ruins and Reactions.
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From Hunters to Farmers. The Causes & Consequences of Food Production in Africa.
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1970 Problems in the History of Colonial Africa.
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- Gamble, David P.  
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1963 The Migrant Cocoa-Farmers of Southern Ghana. A Study in Rural Capitalism.
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1986 Anthropology and Rural Development in West Africa.
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- Southall, Aidan W.  
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Were, Gideon

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Wilson, Monica

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Change in Africa.

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Woods, Donald

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Journals frequently consulted (IUP holdings)

Africa

African Affairs

Human Organization

Human Ecology

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.**

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?       yes       no**

**If so, which General Education course(s)? \_\_\_\_\_**

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Literacy--writing, reading, speaking, listening	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Understanding numerical data	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Historical consciousness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Scientific inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Values (ethical mode of thinking or application of ethical perception)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Aesthetic mode of thinking	<input type="checkbox"/>	<input type="checkbox"/>
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>C. Understanding the Physical Nature of Human Beings</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Use of computing technology	<input type="checkbox"/>	<input type="checkbox"/>

## LIBERAL STUDIES COURSE APPROVAL FORM

### PART II. A - D - EXPLANATION OF WHICH GOALS ARE MET BY THIS COURSE

This course is designed to stimulate student's interest in and awareness of African cultures. No single course could be an exhaustive analysis of a continent as culturally and environmentally diverse as Africa, but this course will introduce students to themes and issues which are important for understanding contemporary African societies.

In order to accomplish this objective, students will be exposed to both historical accounts of Africa (history of slave trading and colonialism, origins of indigenous empires, Islamicization) and ethnographies written early in the 20th Century which portray the continent before the influences of colonialism and independence were pronounced. Students will also be challenged to critically analyze the contemporary problems of Africa (famine and inadequate food production, apartheid, etc.) in light of literature by and about Africans. This combination of anthropological holism, historical consciousness, and various contemporary view points should help students to learn to critically analyze social phenomena while simultaneously gaining inter-cultural understanding.

Specific skill acquisition which will be enhanced by this course includes library research skills and oral and written communication. Each student will have several short papers to prepare and will then be required to report informally in class on the material they collected for their papers.

Part E. - This course will fulfill the role of the classic liberal arts course as it combines various types of information (historical, ethnographic, autobiographical accounts, political treatises) to pursue a holistic view of contemporary African societies. Students will use growing historical and social consciousness to confront critical contemporary issues (such as Apartheid, economic underdevelopment, persistent poverty, and recurrent famine), with the objective of coming to understand the etiology of and possible solutions to such social issues. My goal is that students who have completed this course will never again sit passively while the evening news reports another calamity in Africa -- I hope they will understand the conditions which precipitate African problems, and the role that our society has directly or indirectly had in contributing to African underdevelopment.

Each student will have several opportunities to prepare short papers and present them in class, and each will be expected to read several original works (ethnographies or works by African writers) and participate in class discussions. This "seminar" format will enhance communication and analysis skills.



Liberal Studies Form -- 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

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

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

### PART III. HOW DOES COURSE MEET GENERAL LIBERAL STUDIES CRITERIA?

A. This course will not be multiple section, multiple-instructor.

B. This course is inter-cultural in focus, and the cultures which are examined are all Non-Western. The position of women is examined peripherally in discussions of family life and division of labor, and is examined in detail in a unit on women and development in Africa.

C. The current required reading list includes one work of fiction by an Anglo-African writer and several ethnographies of African cultures prepared by anthropologists. In addition, the supplementary reading requirements (for the book reviews) results in each student reading a classic (pre-Independence) ethnography of an African culture, a book written by an African writer (either a work of fiction or a political analysis), and finally a scholarly book on some issue of contemporary economic development in Africa. No real textbook is used in the course. The reading requirements for this course are in many ways more demanding than most undergraduate courses.

D. This is not an introductory course, it is numbered in the 200 level sequence, but will not have a prerequisite. The course is intended for interested students with no background in African studies and if demand warrants the addition, a second majors only advance course will be offered.

Past course offering has demonstrated that at least half of the students who enroll in the course are not majors in Anthropology, but students in cognate fields of history, geography, political science, or international studies. It is expected that these students will continue to show interest in the subject.

E. This course will increase student's understanding of the cultural diversity of the continent of Africa, and will simultaneously attempt to increase their understanding of contemporary issues which affect us as Americans, such as apartheid in South Africa and the problems of persistent, recurrent famine in Africa. The critical analyses of these and other issues will help students understand the complex factors which have contributed to such problems, and will allow them to explore means of solving them, both from the perspective of Africans themselves and from the view of American foreign policy.

## CHECK LIST -- NON-WESTERN CULTURES

### Knowledge Area Criteria which the course must meet:

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

### Non-Western Culture Criteria which the course must meet:

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

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

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

(OVER)

## CHECK LIST -- LIBERAL STUDIES ELECTIVES

### Knowledge Area Criteria which the course must meet:

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

### Liberal Studies Elective Criteria which the course must meet:

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

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