Undergraduate Distance Education Review Form

FE5 (3 B.B)

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

Existing and Special Topics Course

Course: PNAF131 Introduction to Pan African Studies

Instructor(s) of Record: Stanford G. Mukasa

Email: mukasa@iup.edu **Phone:** 7-3097

Step One: Proposer

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

- 1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline? Instructor has designed, produced and taught distance education courses for IUP and the international community in the past five years. Instructor received a distance education instructional design award from IUP.
- 2. How will each objective in the course be met using distance education technologies? Students will watch streamed lectures on IUP website. Alternatively, they can purchase 10 DVD lectures that were designed and produced by the instructor for the course. Students can watch them at their time and place. Instructor will also use webCT for students to take their tests, send in their assignments and receive feedback.
- 3. How will instructor-student and student-student, if applicable, interaction take place? Instructor will use the webCT email and chat line facilities. Students will also have the instructor's phone number.
- 4. How will student achievement be evaluated? Through the webCT facility, students will be able to submit their assignments. Instructor will evaluate and post grades, as well as feedback, on the webCT. The students' grades will also be posted on webCT.
- 5. How will academic honesty for tests and assignments be addressed? For webCT tests, students will have a time limit to finish their tests. Questions will be delivered one at a time. For papers, instructor will employ a variety of anti plagiarism methods, such as "Googling" randomly selected texts.

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

Step Two: Departme	ental/Dean Approval		
Recommendation:	Positive (The objectives of t	his course can be met v	ia distance education)
	Marvets Synstyners of Department Designer	en Samo	<u>Feb.</u> 13, 2009
Endorsed:	Signature of College Dean		3/9/a q Date
Forward form and supp Undergraduate Curricu Committee for graduat	porting materials to Liberal Studie alum Committee. Dual-level cour e-level section.	s Office for considerati ses also require review	on by the University-wide by the University-wide Graduate
Step Three: Universi	ty-wide Undergraduate Curric	ılum Committee Appı	oval
Recommendation	Positive (The objectives of t	his course can be met v	ia distance education)
•	Negative		
	Gail Seduist Signature of Committee Co-Chair	By March	<u>31, 20</u> 09 Date
Forward form and sup	porting materials to the Provost w	ithin 30 calendar days a	after received by committee.
Step Four: Provost A	Approval		
Approved	as distance education course	Rejected a	as distance education course
	Sevasa S.ti.	ene(m)	4/2/09
	Signature of Provost		Date

PNAF 131 Introduction to Pan African Studies Distance Education Syllabus

PNAF 131 Introduction to Pan-African Studies

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

I. Course Objectives

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

Course distance education technology: For each of the above objectives students will watch a streamed lecture, or, they can buy 11 DVD lectures from the IUP bookstore; answer questions sent to the student by webCT email; take online quizzes on webCT.

write papers and submit them through the webCT email also view their progressive grades on the webCT.

III. Detailed Course Outline.

Week 1

Course introduction

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

Week 2.

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

Week 3.

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

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3. Work on term paper proposal

Week 4

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

Week 5.

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

IV. Course method.

A. Lectures

Lectures will be delivered through 10 DVDs/CDs.

Once enrolled in the course each student will receive

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

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

B. Assignments

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

V. Evaluation Methods.

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

Grading Scale

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

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

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

VIII. Special Resource Requirements. No special resources required.

IX. Bibliography.

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

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

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

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

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

PNAF 131 Introductions to Pan-African Studies

Syllabus of Record

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

2. Course Objectives.

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

3. Course Method.

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

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

4. Required Textbook.

No required text book.

5. Evaluation Methods.

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A. The semester grade will be determined as follows:

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

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

B. Final Grade Scale

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

6. Course Outline

Week 1. Course introduction.

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

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Week 2.	Intellectual Foundations:	Atmoon X	A tracan	American Studies
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Week 3. Slavery & the Black Experience; African Presence in the New World

Week 4. African Indigenous Institutions: Kinship & Family Organization

Week 5. Africans in Diaspora: Civil War to Civil Rights & the Quest for Freedom and & Equality.

webCT test 1

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

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Week 7. African Religions & Culture: A triple Heritage.

Week 8. African-American, Caribbean, &

Afro-Latino culture.

Week 9. African & the Caribbean Literature.

Week 10. African-American Literature.

Week 11. Women in Africa & the Diaspora

Week 12. African Music & Art

Week 13. African American & Caribbean Music & Art

Week 14. Contributions in Science, Business, Film & Sports

Week 15. Revision. Final exam. 5:05pm Friday, May 1

5:00pm - 7:00pm

8. DEADLINES

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

9. ATTENDANCE

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

10. RESPONSIBILITY

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

11. Academic Integrity Policy and Procedures

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

PNAF 131 Introductions to Pan-African Studies

1. Course Description.

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

2. Course Objectives.

- A. Students will learn about Africa and the African Diaspora from a multidisciplinary perspective.
- B Students will be sensitized to the relevance of the Pan-African cultural heritage and its contributions to the global society.
- C. Students will understand the diversity of the African continent and the variety of political developments that have occurred on the continent since independence.
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- A. Book reports and presentations. Students will work on assigned books.
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- D. A number of videos will be shown in class. Students will be asked to write short reaction papers (2 -3 pages) on some of the tapes
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4. Required Textbook.

PNAF 131 Introduction To Pan-African Studies

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No required text book.

5. Evaluation Methods.

A. The semester grade will be determined as follows:

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

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

B. Final Grade Scale

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

6. Course Outline

Week 1. Jan. 12 Course introduction.

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

Intellectual Foundations: African & African American Studies

Week 2.Jan. 19 MLK Holiday - no class

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

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

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

Freedom and & Equality.

webCT test 1

Week 6. Feb. 16	COLONIAL AND POST -AFRICA: Colonialism & Africa's
	Struggle for Independence.

Week 7. Feb 23 African Religions & Culture: A triple Heritage. Mazrui video

Week 8. March 2 Spring break – no class

African-American, Caribbean, & Afro-Latino culture.

Week 9. African & the Caribbean Literature.

Week 10. African-American Literature.

Week 11. Women in Africa & the Diaspora

Week 12. African Music & Art

Week 13. African American & Caribbean Music & Art

Week 14. Contributions in Science, Business, Film & Sports Week 15. Revision. Final exam. 5:05pm Friday, May 1

5:00pm - 7:00pm

8. **DEADLINES**

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

9. ATTENDANCE

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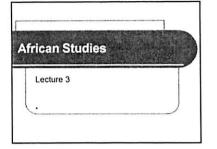
10. RESPONSIBILITY

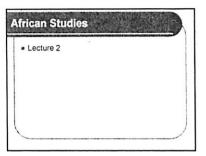
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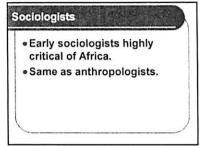
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Testing ground

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

Assumptions

 Africa would follow the same development path as Europe.

Conflict and equilibrium

 Both theories were used to assess African societies

Equilibrium theory

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

Change

 Change is problematic and must be resolved to reinstate equilibrium.

Change

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

Conflict model

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

Radical sociologists

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

Radical sociologists

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

African sociologists

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



African sociologists

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

Dependence theory



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

Dependency theory

 African societies in a state of dependency on the West.

African sociology

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

Political science of African Studies

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

African American political scientists

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

African American political scientists

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

Modernization theory

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

Theory failure

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

World systems

• Immanuel Wallerstein's World system theory



Political economy

 Samir Amin. world political economy



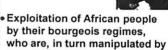
NeoMarxists

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

Political economy

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

Political economy



who are, in turn manipulatinternational capital

Political economy

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

Problem

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

World systems

 Immanuel Wallerstein's World system theory



Political economy

 Samir Amin. world political economy



NeoMarxists

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

Problem

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

Linguists

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



Musicologists

 –cultural expressions through music and dance.



Artists

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



 Proved art and music as major African contribution to civilization.

Rock and Roll traces its origins to African music!!

Religion

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

Religion

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

African religion

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

African philosophy

John Mbiti, Placide Temples

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

Economics

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

Take-off economic model

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

Rostow's early economic model

- Capitalbusiness
- Foreign exchange
- Skills
- Sound management

model

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

African reality

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

The traditional model

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

Problems

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

Colonial model

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

Neo-colonialism

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

Problem

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

Marxist model

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



Class system assumptions

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

Problem

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

Pan African model

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

Pan Africanists

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

Pan Africanists

•W.E.B. DuBois





Pan Africanists

Malcolm X

Marcus Garvey



Pan Africanists

• George Padmore



Problem

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