

Indiana University Request for a New Credit Certificate Program

- ☐ **Campus** – Indianapolis
- ☐ **Proposed Title of Certificate Program** – Certificate in African Studies
- ☐ **Projected Date of Implementation** – Fall 2009
- ☐ **Type of Certificate** - Undergraduate

Overview

This document proposes an undergraduate Certificate in African Studies, to be administered by the Africana Studies¹ program of the IU School of Liberal Arts (SLA) at Indiana University Purdue University Indianapolis (IUPUI). The document provides a detailed justification of the development of the certificate, in line with the guidelines and in terms of specific goals and objectives, rationale, and relevance to existing programs within the school.

I. Why is this certificate needed? (Rationale)

The proposed Certificate in African Studies was developed from discussions had among Africana Studies faculty, many of whom are also members of the IUPUI Committee on African and African Studies (CAAAS). The latter committee was first established in 1999, once the IU School of Liberal Arts acquired a critical mass of scholars whose active research agendas focused primarily on continental Africa, but also on the global African Diaspora. The presence of these faculty members led to the idea of a Certificate that would enable students, particularly those in pursuit of the Africana Studies major, to specialize in African Studies. Since most if not all of the African Studies scholars have joint appointments in other departments, it is anticipated that the Certificate would serve a broad range of students from various majors, including but not limited to History, Economics, Anthropology, Political Science, Religious Studies and Sociology. In addition, the Certificate in African Studies is expected to have a direct and positive impact on enrollments in the newly-approved Africana Studies B.A. degree program. Finally, the Certificate could also be pursued by those students currently enrolled in pre-professional programs (e.g., Medicine; Dentistry; Nursing), who may envision a future career working in Africa.

The Certificate in African Studies will serve both student and community interests. In the wake of student protest in the Fall of 2006, students identified a need for an expansion of the AAADS program. This has now come to fruition in the approval of the Africana Studies B.A. degree program. The Certificate in African Studies would serve as further demonstration of the campus' strong commitment to the enhancement of diversity

¹ As of Spring 2009, the African and African Diaspora Studies program (AAADS) is now being referred to as the "Africana Studies" program, due to the recent approval of its proposed Africana Studies B.A. degree program.

through curricular transformation. Further, the campus has witnessed an increase in its international African student population; from 54 in 2002 to 101 in 2008.² The Certificate in African Studies could prove attractive to these students, while also contributing to the efforts toward internationalizing the curriculum. To that end, the Certificate in African Studies would also be beneficial for those students who have the opportunity to work with faculty with research agendas in Africa or who are engaged in similar research collaborations, such as through our IU-Moi University partnership in Kenya. Finally, the proposed certificate would serve the IUPUI and greater Indianapolis community, which has witnessed an influx of African nationals and immigrants in the last 10 years. The existence of a vibrant and diverse African community here in Indianapolis will serve as a resource to this proposed program.

II. Major Topics and Curriculum of the Certificate Program

The Certificate in African Studies is designed to provide students with the ability to supplement their instruction in their major discipline with a concentration on African Studies. It will also serve as a gateway for students desiring to enter into the Africana Studies B.A. program, and pursue this degree with an African concentration. However, the Certificate in African Studies would also be an option for those who for whatever reasons may not be able to pursue the B.A. in Africana Studies.

Students would complete eighteen (18) credit hours of coursework, consisting of two (2) core courses and four (4) elective courses. In consideration of the conceptual framework of contemporary African Studies, which acknowledges the study of Africa and its Diaspora, the curriculum is designed to provide students with a broad offering of courses, both within and outside of Africana Studies.

Each course must be passed with a grade of C or better to count toward the certificate. Elective courses should be selected in consultation with the student's academic advisor. The following is a list (not limited) of the courses that are included in the Certificate in African Studies. Course substitutions will be approved by the Chair of Africana Studies as new courses are developed and in evaluation of transferred courses.

Required core courses (6 credits) :

AFRO A152: Introduction to African Studies (3cr)
(New course request; see appendix A)

AND

AFRO A200: Research in African and African Diaspora Studies (3cr)

OR

AFRO A495 Individual Readings in Afro-American Studies (3cr)

² Number of African students enrolled over the last seven years: 2002 (54); 2003 (85); 2004 (77); 2005 (93); 2006 (93); 2007 (100); 2008 (101). The largest increase has been among Nigerian and Kenyan students. Source: IUPUI Office of International Affairs.

Elective courses (12 credits) : Choose 4

HIST H227	African Civilizations	(3cr)
POLS Y338	African Politics	(3cr)
ANTH E310	Cultures of Africa	(3cr)
HIST H421	Topics: Peoples and Cultures of Africa	(3cr)
HIST H421	Topics: Modern Africa	(3cr)
ENGL L411	South African Literature and Society	(3cr)
ENGL L382	Fiction of the Non-Western World: 20 th Century African Literature	(3cr)
HER H301	Africa, Oceania, and the Americas	(3cr)
HER H351	African Art I	(3cr)
HER H352	African Art II	(3cr)
REL R300:	Studies in Religion: Religion and Health in Africa	(3cr)
REL R328	Religions of the African Diaspora	(3cr)
SWK S300	Global Human Rights and Cultural Competency Skills	(3cr)

III. What are the Admission Requirements?

Students can apply to the certificate program at any time during the academic year.

To enroll in the Undergraduate Certificate in African Studies, IUPUI students should complete an application form in the IU School of Liberal Arts Student Affairs office (Cavanaugh Hall 401) and submit the application form to the Director of Africana Studies (Cavanaugh Hall 540).

Currently-enrolled IUPUI students may be considered for this certificate if they meet the following criteria:

1. Have earned 55 credit hours towards their degree at IUPUI
2. Have at least a cumulative 2.5 GPA

IV. Outcomes

The Certificate in African Studies will fulfill three main objectives: 1) Enable students to complement their degree program with an interdisciplinary certificate program; 2) Enhance the enrollment of the Africana Studies B.A. program; 3) Provide students with the opportunity to gain competencies in African Studies in fulfillment of the campus goals and mission related to the value of diversity.

V. Assessment

The outcomes outlined above will be assessed in the following manner:

- Student enrollment in certificate program: The enrollment of students in the Certificate in African Studies will be tracked on a semester-by-semester basis. Enrollment data will be accumulated and compared on an annual basis to assess program growth, achievement of program goals, and to track the various students

who are selecting to complement their degree program with a Certificate in African Studies. These data will prove useful in the marketing of the certificate to incoming and continuing students. The data will also be used to inform program improvement over time.

- Student enrollment in Africana Studies: The enrollment of students in the Africana Studies program will be tracked and cross-checked against the students enrolling in the certificate program. The specific dates of enrollment for either program will also be tracked. Capturing these data will be essential to assessing the degree to which the Africana Studies B.A. program and the Certificate in African Studies may be mutually reinforcing. For example, a student may begin as a Certificate student but then transition into the B.A. program. Conversely, a student may begin as a B.A. student and then decide to pursue only the certificate option in the end.
- Competencies in African Studies: Students enrolled in the certificate program will be assessed through an exit interview, upon completion of the certificate program curriculum or at graduation, whichever comes first. Through the exit interview process, students will be asked to demonstrate their breadth of knowledge acquired and to explain how the certificate program has contributed to their overall training as a Liberal Arts student and their planned integration of this training in their immediate future (e.g., employment or graduate school). An alumni survey will also be administered to assess student application of acquired knowledge in their subsequent fields of study or employment.

In addition, the assessment of student learning will be informed by the IUPUI Principles of Undergraduate Learning (see also Appendix B):

- ☐ Core Communication and Quantitative Skills: Through various courses, students, as individuals or in groups, will be given the opportunity to communicate in both oral and written formats their research on Africa. They will also be asked to comprehend, interpret and analyze texts related to the historical, social, political, economic and cultural dimensions of Africa. Student will also be asked to analyze both historical and current debates surrounding the complexity of Africa.
- ☐ Critical Thinking: Through various courses, students will be given the opportunity to critically analyze and synthesize information on the various populations residing in Africa. Students will also be given the opportunity to analyze the theoretical underpinnings of the discipline of African Studies.
- ☐ Integration and Application of Knowledge: Through various courses, students will be given the opportunity to use the knowledge and understanding of Africa gained across disciplines in course assessments (e.g., exams; papers; etc.). Students will also integrate their acquired knowledge of Africa to their current degree program, demonstrate their competencies in African Studies, and apply these competencies in their immediate career plans.

- Intellectual Depth, Breadth, and Adaptiveness: Through various courses, students will be given the opportunity to explore the vast depth and complexity inherent in the study of Africa. Students will gain a wide breadth of knowledge pertaining to the approaches used in the study of Africa in terms of its history, development, politics, culture, religion, health, environment, resources, growth, and economies.
- Understanding Society and Culture Through various courses, students will be given the opportunity to learn about the various societies and cultures that exist within the nation states comprising Africa. Students will be exposed to both historical and contemporary perspectives on the lived experiences of the peoples and cultures of Africa. In addition, students will obtain knowledge of Africa that will enable them to see the interconnections between both local and global populations.
- Values and Ethics Through various courses, students will be given the opportunity to obtain a greater appreciation of Africa—its history, its beauty, its challenges, and its potential. Students will also explore the underlying ethical dimensions involved in the study of Africa.

VI. Student Population to be Served

This Certificate will serve a wide variety of students across several disciplines within the IU School of Liberal Arts, including those majoring in Africana Studies, Political Science, History, English, Religious Studies, and Anthropology, among others. In addition, the Certificate will attract students desiring to enter into professional schools and later into careers that may place them in direct contact with African immigrants or with continental Africans. Such students are currently pursuing pre-med, pre-dentistry, nursing, business, engineering, and law degrees. The Certificate in African Studies would complement a student's training in both Liberal Arts and the professional schools by providing them with an interdisciplinary foundation in the history, culture, and politics of contemporary Africa and Africans. Finally, the Certificate is likely to attract some African students whose presence on the campus has grown and whose current education often serves as a means through which to acquire leadership positions in their home countries thereafter. Acquiring a breadth of knowledge in African Studies outside of their home experiences (i.e., the study of other African nations) will enhance their credentials upon graduation.

VII. Relevance to Campus Mission

In relation to the campus' values of excellence in teaching and learning, research and civic engagement, the proposed Certificate in African Studies will contribute to the campus mission of implementing these values through the following goals:

- Excellence in Teaching and Learning:
The Certificate in African Studies will attract a more diverse student body to the IU School of Liberal Arts through its curriculum which is focused on the study of Africa and its Diaspora. The Certificate will also enhance student

learning and success through the interdisciplinary examination of Africa. If African and African-descended students are attracted into the certificate program, this will also have a positive impact on student learning by broadening the perspectives of all students in the IUPUI classroom.

- Excellence in Research:

The Certificate in African Studies will enable students to engage in scholarly research and creative activity with faculty whose areas of expertise focus on historical and contemporary Africa. Students may also have the opportunity to engage in such research activities in international contexts, given the expanded partnerships with Moi University in Kenya and the development of new study abroad opportunities (e.g., in Ghana). Student participation in collaborative research projects with faculty members would obviously facilitate and enhance the research activity of the faculty members involved as well.

- Excellence in Civic Engagement:

The Certificate in African Studies will provide students with the opportunity to engage in service learning activities and/or internship experiences with the local African community. For pre-professional students, the Certificate will provide them with the knowledge with which to serve African patients and clients in Indianapolis, the state, and beyond.

The goals stated above adhere to several of the action steps outlined by the university in the achievement of its goals in relation to its Academic Plan (see IUPUI Mission, Vision, Goals, and Values – 2009: <http://www.iupui.edu/iupui/visionmission/>).

VIII. Relationship to Existing IU Degree Programs

The Certificate in African Studies has an implicit connection with the Africana Studies B.A. program, with Africana Studies as its administrative home. It is designed to not only complement this program but serve as a recruitment vehicle. It is for this reason that the two core courses of the certificate are the same ones required of the Africana Studies B.A. The Certificate in African Studies will build on the current and future successes of the Africana Studies unit. The only other African Studies program in existence among the IU campuses is at IU-Bloomington (IUB), where there is an African Studies undergraduate certificate that includes a language requirement. There is also an African Languages minor. On the graduate level, IUB has an M.A. program in African Studies, a dual M.A. program in African Studies and Library and Information Science, a dual M.A. in African Studies and Public Affairs, and a Ph.D. minor. The proposed certificate has received strong support from the IUB African Studies program.

IX. Required Resources Needed for the Certificate Program

Given the interdisciplinary nature of the proposed certificate program, there are no new resources required. The Certificate in African Studies will draw upon the strength of existing course offerings and the active research agendas of its current faculty for the time being. However, should resources become available, some administrative support

would be desirable, particularly as enrollment data accumulates. Likewise, program administration could be well supported through a course release for a participating faculty member who could serve as a Program Director; this support could be made in conjunction with a similar incentive offered in semester's past by the Dean of Liberal Arts to the chair of the CAAAS.

X. Innovative Features

The Certificate in African Studies draws upon the existing strengths of the Africana Studies program and is supported by the strength of the existing faculty housed within various SLA departments. It is a certificate program which is decidedly interdisciplinary by design. The Certificate has also been designed to supplement an undergraduate student's major field of study or stand alone. It also includes a degree of flexibility in terms of the choices that students have in their curriculum. Finally, it accommodates other visiting scholars who through our partnership with Moi University and others could teach additional courses. The proposed Certificate in African Studies would not only increment the current certificate offerings in the IU School of Liberal Arts (currently 7, pending approval of one in Motorsports Studies) but would be the only certificate program of its kind in the greater Central Indiana area.

Appendix A: New Course Proposal Syllabus (attached)

New Course Request**Indiana University**Indianapolis Campus

Check Appropriate Boxes:

Undergraduate credit ☒Graduate credit ☐Professional credit ☐

1. School/Division Liberal Arts 2. Academic Subject Code AFRO
3. Course Number A152 (must be cleared with University Enrollment Services) 4. Instructor AFRO Staff
5. Course Title Introduction to African Studies
- Recommended Abbreviation (Optional) Intro to African Studies
(Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Fall 2009
7. Credit Hours: Fixed at 3 or Variable from _____ to _____
8. Is this course to be graded S-F (only)? Yes _____ No ☒
9. Is variable title approval being requested? Yes ☐ No ☒
10. Course description (not to exceed 50 words) for Bulletin publication: This course provides students with an interdisciplinary, introductory perspective on African continuities and changes.
The course will focus on contemporary African societies while considering the lessons learned through the vestiges of slavery, colonization, apartheid and liberation struggles on the continent.
11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____
12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____
13. Estimated enrollment: 30 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: 1x/yr. Will this course be required for majors? no
15. Justification for new course: Course will be required for students acquiring a Certificate in African Studies (pending approval)
16. Are the necessary reading materials currently available in the appropriate library? yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Approved by:

Department Chairman/Division Director_____
Dean_____
Dean of Graduate School (when required)_____
Chancellor/Vice-President_____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Note:

This course has been designed to meet the needs of the department and fit the expertise of existing faculty in Africana Studies. Actual faculty teaching the course during a particular session/semester will be decided by the Director of Africana Studies. Faculty will be given the flexibility with which to enhance the course content through emphasis related to their specific disciplines.

The following Africana Studies faculty have been identified by the Director as instructors who will be able to teach this course:

Oladele Omosogbon

Rank: Instructor

Specialization: Economics/African American and African Diaspora Studies

Nature of appointment: Part-time

Highest degree earned: Ph.D.

Bessie House-Soremekun

Rank: Professor

Specialization: Political Science and Public Scholar in AAADS, Civic Engagement and Entrepreneurship

Nature of appointment: Regular, half-time

Highest degree earned: Ph.D.

C. Didier Gondola

Rank: Associate Professor

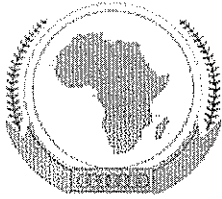
Specialization: African history

Nature of appointment: Adjunct

Highest degree earned: Ph.D.

AFRO A152

Introduction to African Studies



Fall 2009

Instructor: Africana Studies Faculty
Time:
Room: CA

Office: Phone: 274-
Email: @iupui.edu
Office Hours:

Course Description

This is an interdisciplinary introductory perspective on African continuities and changes. Nowadays, we hear African leaders speak about and institute programs directed at integration, globalization, the promotion of unity and solidarity, Human and People's Rights, regional economic communities, solutions to conflicts, democracy and good governance, women in development, Millennium Development Goals, MDGs and New Partnership for Africa's Development (NEPAD). At the same time, we are reminded that lessons are to be drawn from Africa's erstwhile preoccupation with the vestiges of slavery, colonization, apartheid, and liberation struggles on the continent. This course provides students with the understanding of these issues as a necessary condition for understanding contemporary African societies

Course Goals

The following course goals subscribe to IUPUI's *Principles of Undergraduate Learning (PUL)*.¹

- **Core Communication and Quantitative Skills**

This is one of the most interdisciplinary courses in our curriculum, and as such, no one text can adequately cover all the core areas. In addition to the required texts, students are required to seek information and course materials from a variety of sources, including the heavy usage and visit to the online resources of the African Union and the United Nations Economic Commission for Africa, UNECA. Collecting information, summarizing and presenting vast amount of data aggregating about fifty-three different countries and their multilateral relationships are a key part of this course. Students will demonstrate these skills in tested examinations and group paper assessments as well as oral discussions and responses throughout the course.

¹For more information, see http://www.iupui.edu/academic/undergrad_principles.html

- **Critical Thinking**

This is an introductory course on Africa. Exposing beginning students to the complex idea of African data in its macro usage is a big lesson in critical thinking. Students will be able to grasp and rationalize the meaning of African Economic Community, African Central Bank and Currency, African literacy rate, African Union Commission, African Assembly of the Union and the like. In addition, and based on the multiplicity of resources and varying contents, students will be able to evaluate the validity and logic of the data they face.

- **Integration and Application of Knowledge**

When students learn about the geography of Africa, the economy of Africa, African politics, literary education in Africa, women in the development of Africa and the strong move toward the integration of Africa, among other topics, in one course, they are well on their way to hit the ground running in global liberal education and competencies regarding broad relationships among African peoples and societies. This will be a refreshing encounter in a general education system that has not always, in the past, exposed its students to the diversity of the global society, especially on the continent of Africa. There is a great potential for self-fulfillment for students who register for the course and are exposed to the immense resource base about Africa within such a short period of time. This will contribute to enlightenment and good citizenship.

- **Intellectual Depth, Breadth and Adaptiveness**

At the very least, the following traditional disciplines converge in this course: political science, history, sociology, anthropology, economics, literature and languages. We believe this will challenge students who are ordinarily admitted to major in one of these courses. They are called upon to use multiplicity of methods and concepts across the disciplines, some of which they are encountering for the first time in their college education. At the same time, to be successful in the course, they must demonstrate their ability to modify and adjust all the methods toward interpreting the events and relationships in the world in which they live, and in which others live.

- **Understanding Society and Culture**

No doubt, students are going to experience the awe in Africa's stupendous resource base and the existence of material poverty of unimaginable magnitude at the same time. Students will marvel at the realization that, indeed, Africa is the original home of all humanity, the seat of some of the inscrutable wonders of nature and the unending saga of fits and starts; one step forward two steps backward on the continent in the past millennium. Still students are likely to leave the course, not confused, but be imbued with the inexorable conclusion of how interconnected their world is to the world of the Africans and African descendants.

- **Values and Ethics**

Above all, students will realize the potential they command in taking their lives into their own hands. This potential arises from their exposure to primary and secondary resources in the course topics and students' ability to make informed decisions regarding conflicting and conflating stories and interpretations about the continent. The sobering weight of the toiling they go through in the course and the attendant education they

receive in return will no doubt be a veritable beginning to self assessment, comparative studies, evaluation and critical thought about the need to be open to new ideas and the need to be ready to learn a new thing in every hour of their lives.

Required Texts and Resources (Other resources, listed under course calendar below will be placed in Oncourse)

Ayittey, G.B.N. *Africa Unchained* (New York, Palgrave Macmillan, 2005)

Kayizzi-Mugerwa, S. ed, *The African Economy: Policy Institutions and the Future*, (Routledge, 1999)

Martin, P & O'Meara, P. *Africa*. 3rd ed.(Bloomington, Indiana University Press, 1995).

<http://www.uneca.org/>

<http://www.africa-union.org/root/au/index/index.htm>

Films (excerpts of any of the following films will be shown in class as time permits)

Africa (Basil Davidson, 1984)

The Africans (Ali Mazrui, 1985)

Africa (A PBS Series, 2000)

Africans in America (A PBS Series, 1998)

Course Requirements

Two Quizzes @ 5% each: 10%

Midterm exam: 25%

Group Research paper/presentation: 25%.

Final exam 25%

Attendance and participation: 15%

Notes on the group research paper

The idea behind this assignment is to create a synergy among a group of students (preferably three students) expected to work in a collaborative way to produce a well researched and skillfully crafted paper. The contribution of each student should be clearly mentioned on the first page of the paper. The paper should be 9-10 pages double-spaced, typewritten. Topics will be posted on Oncourse shortly after the beginning of the semester. Papers should be submitted in both electronic (**via Oncourse**) and paper form with the Paper Composition Checklist (available on Oncourse) as the cover sheet. All papers should be turned in stapled and with page numbers. Papers that are turned in unstapled and missing page numbers will incur a grade cut.

Nota Bene: There are no make-ups in this class and assignments must be turned in on the day they are due. Any late assignment will not be graded. This policy will be strictly enforced.

Attendance Policy

Students are required to attend class on a regular basis. They should come to class on time and keep any scheduled assignment. My attendance policy is clear and will be strictly enforced. Because emergencies occur in everybody's life you're allowed to miss class twice during the semester without providing any justification. Please do not call or email to inform me of your first and second absence. Missing class five times after exhausting your two allowances will cost you an F for class participation. Missing class ten times (a total of five weeks) will be an automatic F for the class. If for extraordinary reasons you anticipate being unable to meet a deadline, I strongly suggest that you make an appointment with me beforehand (not after the fact) to discuss your particular situation. An assignment turned in after the due date will not be graded.

Grading

Here is the grading chart for the course, consistent with the grading policy of IUPUI:

Letters	Numbers	Letters	Numbers	Letters	Numbers	Letters	Numbers
A+	97-100	B+	85-88	C+	73-76	D+	61-64
A	93-96	B	81-84	C	69-72	D	57-60
A-	89-92	B-	77-80	C-	65-68	D-	53-56
F	0-52						

Paper Grading Policy

We believe that a grade is less a reward for or a penalty against the student's intelligence than a reflection of the student's proficiency to write clearly and persuasively a given topic. Nonetheless, organization and pertinence of ideas, as well as grammar and clarity, are among some the chief criteria use in grading in this course. With this in the following rubric is given as a guide:

A or A- means that the paper is written with grace and clarity. The student has demonstrated mastery in writing clearly and organizing ideas methodically on a given topic. Ideas are not randomly thrown here and there but are complementary and cohesive elements of a well-organized thought.

B+, B or B- is above average. Ideas flow well. Grammatical errors are minimal.

C+ or C is for an average paper that complies with the topic assigned or chosen. The student has executed satisfactorily just what is required. Grammar is fair and content is intelligible.

C- is for a paper written with a level of grammatical errors that sometimes hinders the comprehension. Ideas exist but are arranged without a clear logic. Some of them are obscure and unintelligible. Sentences are confusing...

D+ and below is for a paper quickly and poorly written, with incomplete sentences, and often off-subject. This grade signifies an unacceptable performance in writing a specific assignment. Usually the content can hardly be understood because of lack of clarity and organization

Academic Misconduct

plagiarize \vb -rized; -riz.ing vt [plagiar] (1716)
: to steal and pass off (the ideas or words of another) as one's own
: use (a created production) without crediting the source ~ vi : to
commit literary theft: present as new and original an idea or product
derived from an existing source — plagiarizer n

— From the *Merriam Webster's Collegiate Dictionary*, Tenth Edition, 1997, p. 888.

We've entered an age where the amount of information generated and the technology available to retrieve it have made it easier for anybody to take *verbatim* words and ideas belonging to somebody else, without the author's permission, without reference to the authorship, and by passing them as his or her own. This is unacceptable, especially in the academic environment where copyright laws are supposed to be known and respected by all. Please always abide by the following rules:

Never use an idea that you have borrowed, without referring to the source.

Figures, when not your own, should always be referenced.

There is nothing wrong in inserting quotes in your work, but always give the source (author, work, date and place of publication, publisher and page number)

While it's hard for some of us to assimilate that words and ideas are also property and as such are subject to copyright laws, we should always remember the Golden Rule. (Also refer to the Student Code of Conduct available at http://life.iupui.edu/help/docs/Part_3all.html).

IUPUI has also a unique agreement with "Turnitin.com" that allows faculty to run electronic papers submitted by students through this document search utility. We have a zero-tolerance policy for plagiarism and will (1) give a score of "0" to any plagiarized assignment and (2) report the student to the Dean of Student Affairs

Civility Statement

The classroom is a learning community in which we all need to collaborate in order to meet our goals. We can only create a positive learning environment through positive speech and positive behavior. Rude, sarcastic, obscene, disrespectful, insensitive speech and behavior will negatively impact the classroom learning community and impede the process of learning. Positive speech and behavior create and nurture a safe learning environment where the instructor and the students respect one another and freely share knowledge. All students enrolled in this course have a responsibility to create and maintain a safe and positive environment conducive to learning and intellectual growth.

A learning-friendly and safe environment is one that is free of distractions, engages and nurtures all participants in the learning process, does not inhibit, frustrate, demean or dehumanize any individual or group. Students who use rude and inflammatory language, who distract other students, who engage in inappropriate behavior, and thus obstruct the learning process, will be asked to leave as a first preventive step.

Students With Disabilities

The office of Adaptive Educational Services (AES) helps students with disabilities receive appropriate accommodations from the university and their professors. Students need to register with the AES office in order to officially receive such services.

Course Calendar

TENTATIVE AND SUBJECT TO CHANGE

Wk 1 Introduction

Readings:

Keim: Changing Our Mind About Africa

Wk 2 Understanding Africa: Theoretical Foundations

Readings:

Samir Amin: Accumulation and Development: a theoretical model *Review of African Political Economy*, v 1 # 11974, 9-26

Samir Amin: Underdevelopment and Dependence in Black Africa:

Historical Origin. *Journal of Peace Research*, v 9 # 2 (1972) 105-120

<http://www.jstor.org/stable/423174>

Wk 3 Africa, the Birthplace of Mankind

Readings:

Cheikh Anta Diop *African Origin Of Civilization* (Chicago, Lawrence Hill Books, 1974)

Cheikh Anta Diop *Civilization Or Barbarism*, (Chicago, Lawrence Hill Books, 1991)

About.com: African History. *Humankind's African Origins*

<http://africanhistory.about.com/library/weekly/aa052501a.htm>

Wk 4 The Geography of Africa

Readings:

Paul Collier, Africa: Geography and Growth

http://eitransparency.org/Userfiles/File/collier_africa_geography_growth.pdf

Wk 5 The Political Structure of Africa

Readings:

Carolyn M. Warner (2001). The rise of the state system in Africa. *Review of International Studies*, 27 , pp 65-89

<http://www.mapsofworld.com/africa-political-map.htm>

Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism* (1996) Selections

Frantz Fanon, *The Wretched of the Earth* (1961) Selections

<http://www.mapsofworld.com/africa-political-map.htm>

Wk 6 The African Economy

Readings:

Steve Kayizzi-Mugerwa (1999) ed, *The African Economy: Policy*

Institutions and the Future, Routledge Studies in Development Economics

Martin & O'Meara: Chapter 20
Video: The Curse of Congo: A Story of Wealth and Ruin

Wk 7 Review and Midterm

Wk 8 The African Union I: The Organs

Readings:

<http://www.africa-union.org/root/au/index/index.htm>

Wk 9 The African Union II: Regional Economic Communities

Readings:

<http://www.uneca.org/>

Wk 10 Topics: Women and the Development of Africa

Readings:

Martin & O'Meara: Chapter 16

Wk 11 Topics: Religion in Africa

Readings:

Martin & O'Meara: Chapter 5

Wk 12 Topics: African Literary Education

Readings:

Africa Review of Books: Volume 3, 2, 2007. Council for the Development of Social Science Research in Africa.

Alain Ricard, "Africa and Writing" (2004)

Bernth Lindfors, "Politics, Culture, and Literary Form" (1979)

Wk 13 Topics: Health and Welfare in Africa

Readings:

Hill, A.G. *Population, Health and Nutrition in the Sahel: Issues in the Welfare of Selected West African Communities* (London, Routledge and Kegan Paul, 1985)

Wk 14 Africa: Globalization and the Environment

Readings:

O'Brien, K.L and Leichenko, R.M. *Double Exposure: Assessing the Impacts of Climate Change within the Context of Economic Globalization*

Global Environmental Change 10 (2000) 221-232

www.elsevier.com/locate/gloenvcha

Wk 15 Review and Presentations

Week 16 Final Exams

Writing Tips:

"Have something to say, and say it as clearly as you can. That is the only secret of style"
(Matthew Arnold).

"The great enemy of clear language is insincerity" (George Orwell).

When writing a paper, do not make unsupported assertions. Try to present the most convincing case for your argument. Think carefully and thoroughly about the evidence you will use to support your position. Always anticipate opposing opinions of your position and opposing arguments. Try to anticipate or address opposing views as you present your own position. This will demonstrate that you are aware of alternative viewpoints and that you are capable of proposing and defending a thesis. Your submitted paper should not be a first-draft presentation and organization of your thoughts. Give yourself ample time to read the assigned materials and to consult appropriate sources before making final decisions about your thesis statement and the supporting evidence, which will provide structure for your argument and conclusion. For example, you might begin writing your final paper by making very strong statements about a point you aim at defending. However, in consulting the works of scholars in the field, you may see the need to modify your original thesis, or you may be compelled to abandon it altogether. This is to be expected in scholarly research and writing. You should not feel reluctant to change your argument if your reasons for changing it are more convincing than your original reasons for posing it.

Please take advantage of all the resources available to you when planning to write your paper. Never hesitate to ask reference librarians for help in trying to locate scholarly sources. Never hesitate to ask me for extra help in thinking through your ideas for the paper. Discussing a topic before researching and writing can help you think of new ideas and new approaches and sources. It can also save time. Remember, Africa is a vast and diverse continent: it will take a lot of preparation and critical analysis for you to make a convincing position on some of the hot button issues about Africa and Africans.

Always use page numbering and a 12 inch-font. Do not hesitate to use footnotes if you think they might clarify your demonstration. A bibliography should always figure at the end of your paper. Double-spacing is a requirement. Please, staple your paper; do not join pages with a paper clip.

Last but not least, always proofread your paper before you hand it in to be graded. Not only does proofread help rid your paper of any grammatical errors and typos that can make its content less comprehensible and appealing, but it also helps to consider re-wording a sentence or improving an existing idea. Proofreading can make a difference in your grade.

Appendix B: IUPUI Principles of Undergraduate Learning

The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at Indiana University Purdue University Indianapolis. These principles form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

Core Communication and Quantitative Skills

The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology and the foundation skills necessary for all IUPUI students to succeed. This set of skills is demonstrated, respectively, by the ability to:

- express ideas and facts to others effectively in a variety of written formats;
 - comprehend, interpret, and analyze texts;
 - communicate orally in one-on-one and group settings;
 - solve problems that are quantitative in nature, and
 - make efficient use of information resources and technology for personal and professional needs.
-

Critical Thinking

The ability of students to analyze information and ideas carefully and logically from multiple perspectives. This skill is demonstrated by the ability of students to:

- analyze complex issues and make informed decisions;
 - synthesize information in order to arrive at reasoned conclusions;
 - evaluate the logic, validity, and relevance of data;
 - use knowledge and understanding in order to generate and explore new questions.
-

Integration and Application of Knowledge

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:

- enhance their personal lives;
 - meet professional standards and competencies, and;
 - further the goals of society.
-

Intellectual Depth, Breadth, and Adaptiveness

The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

- Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study.
 - Intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines.
 - Adaptiveness is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.
-

Understanding Society and Culture

The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. This skill is demonstrated by the ability to:

- compare and contrast the range of diversity and universality in human history, societies, and ways of life;
 - analyze and understand the interconnectedness of global and local concerns, and;
 - operate with civility in a complex social world.
-

Values and Ethics

The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the ability of students to:

- make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices, and;
- recognize the importance of aesthetics in their personal lives and to society.