



PROCESS A NON-GENERAL EDUCATION CURRICULUM PROPOSAL

SCC #03-04- 905

Deadlines

October 3, 2003 to be implemented Fall 2004 - February 13, 2004 to be implemented Spring 2005

PROPOSAL TITLE: Africana Social & Political Thought

Sponsor(s): Corann Okorodudu, Psychology E-Mail: korodudu@rowa
Herbert Douglas, Law/Justice E-Mail: brownp@rowa

DEPARTMENT: African American Studies Program

COLLEGE: College of Liberal Arts & Sciences

If Liberal Arts & Sciences CHECK : History/Humanities Math/Sciences
 UNDERGRADUATE GRADUATE

*NOTE -
Africana Studies
Program was
tabled 6/04
BOT subcom.*

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non-gen-ed course
- Short-term non-gen-ed course
- Interdisciplinary
- Minor curricular changes (fewer than three) to:
 - Existing non-gen-ed course
 - Non-gen-ed degree requirements
 - Major
 - Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: Coordinator Corann Okorodudu Date: 9/30/03
 Department Curriculum Chair: Steering Committee Herb Douglas Date: 1/30/03
 Academic Dean: Joy Hanger Date: 9-30-03

UNIVERSITY COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 12/3/03 Approved Not Approved

COLLEGE CURRICULUM CHAIR: Phillip O'Connell

Senate Curriculum Chair Signature: _____ Date: Senate Announcement 2/16/2004

Comments: Processed by University Committee

EXECUTIVE VICE PRESIDENT/PROVOST Signature: Helen Hester Date: 5-3-04

Approved Not Approved

Date: 5/17/04 REGISTRAR Course Description Received & Approved - Hegis Taxonomy & Course #: 4901304

Registrar Signature: _____

NOTIFICATION FORWARD

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- CAP
- VP Student Affairs
- Others

trans 5/24/04

NEW COURSE PROPOSAL

Details

- a. Course Title: Africana Social and Political Thought
- b. Sponsor(s): Corann Okorodudu, Psychology/Coordinator for African Amer. Studie
Herbert Douglas, Law and Justice/Steering Committee for African
American Studies.

As an interdisciplinary course, primary sponsorship for this proposal and responsibility for administration of the course will lie with the Africana Studies Program, with the support and oversight of the Dean of the College of Liberal Arts and Sciences.

- c. Credit Hours: Three Semester Hours (3 S.H.)
- d. Course Level: Third Year Undergraduate (300 level)
- e. Prerequisites: Introduction to Africana Studies (4901.101)
- f. Suggested time and scale of implementation: We propose that the first section of this course be initiated in the Fall of 2004 and offered as such in each regular semester.

Curricular Effect

- a. Effect on the proposed major and the University: The course, Africana Social and Political Thought, is a required foundational course for the new undergraduate major in Africana Studies, which will enhance and broaden Rowan University's planning emphasis on interdisciplinary and multicultural/international programming in its curriculum at the undergraduate level.
- b. Adequacy of present staff: Present faculty are adequate since two Rowan University full professors are currently available to teach the course on a rotational basis. This scheduling will not affect their availability to offer major courses in their respective departments, since they already teach at least one course relevant to Africana Studies each regular semester.
- c. Current classroom space is also adequate, but will be supplemented as needed by use of the Seminar Room expected to be available in the new location for the Office of Africana Studies in Boshart Hall. The space is under renovation which should be completed by October of 2003.
- d. Adequacy of Library Resources: On the basis of consultation held in July 2003 with the Library Liaison assigned to the program (please refer to the Library Form attached), we confirm that current library resources are adequate to support the course.

- e. Other funding resources required: None.
- f. Short-term Evaluation: The course has not been scheduled as a short-term course offering; therefore no short-term evaluation is available.

Rationale

The uniqueness and consonance of the proposed Africana Studies Major with the vision and plan of the University are amply articulated earlier in this Program Approval Document. In addition, the major is in line with the direction and efforts of the College of Liberal Arts and Sciences to expand its interdisciplinary programs as funding resources become available.

Rowan University does not offer any course that focuses primarily on the worldviews, philosophy or social/political thought of African, African American, Afro-Caribbean/Latin American, or other African Diaspora peoples. Hence the course is not only an essential framework for the Africana Studies Major, it will fill a significant gap in perspectives about African/Black peoples and how their thinking and contributions have influenced the modern world.

Essence of the Course

This course will engage students in an introductory overview of major ideas and ideological debates that have emerged from men and women from various nations of Africa and its Diaspora, challenged by national and global social, political, economic and other realities, to produce a dynamic framework of historical and contemporary thought that have helped to shape social consciousness, social activism, and public policy.

- a. Objectives of the course in relation to student outcomes: Students will be able to –
 1. Summarize, compare and contrast selected primary canonical and non-canonical sources reflecting the ideas of past and contemporary African and African Diaspora women and men;
 2. Critically analyze and evaluate various positions or arguments in historical, social and political context, advanced as means of resisting oppression and effecting social/political change;
 3. Identify major social and political movements that constitute anti-slavery, colonial, post-colonial, and neo-colonial discourse and provide the intellectual framework for the actions of selected leaders;
 4. Examine similarities, differences, and linkages among social and political ideologies that have emerged in Africa and African Diaspora and the degree of their impact on current discourse; and
 5. Reflect on the personal meanings derived from this overview of Africana social and political thought.

b. Topical Outline/Content:

1. Introduction to Africana social and political thought
2. Themes
 - (1) Reinterpretations of history
 - (2) Analysis of oppression, resistance, and freedom: Slavery, colonialism; neocolonialism
 - (3) Processes for the development of social consciousness and identity
 - (4) Role of African indigenous culture and religions and their interaction with Christianity and Islam
 - (5) Establishing democratic systems and processes: Social justice and human rights
 - (6) Unity and alignment/nonalignment in regional and global political economy
 - (7) Conflict, violence, conflict resolution, reconciliation, peace, and social reconstruction
 - (8) Racial Uplift: Leadership for economic, social, cultural, and political development
 - (9) Issues of education/malediction
 - (10) Racism, sexism, classism and homophobia
3. Social and political movements
 - (1) Liberation/revolutionary movements
 - (2) Negritude and Black consciousness
 - (3) Pan-Africanism
 - (4) Separatist/Emigration Movements
 - (5) Black Nationalism
 - (6) Black Communism
 - (7) Black Socialism
 - (8) Afrocentricity, Black Studies and the Academy
 - (9) Black Womanism/Feminism & the international movement for women's empowerment and human rights
 - (10) Black Conservatism

c. Evaluation of students and grading procedure: Faculty are encouraged to use a variety of assessment strategies, including the following:

1. Introduce techniques for critical engagement and analysis of primary texts, both within and across historical periods, and assess students individual mastery of these and other objectives of the course through:
 - (1) Short reflective papers
 - (2) Term projects
 - (3) Midterm and final exams

2. Assess students' fulfillment of the goals of the course through group-graded collaborative learning projects, including researching and developing a team project with an in-class team oral report or planning and implementing a faculty symposium (with or without an outside speaker) and leading the class in an evaluative discussion of the symposium.
- d. Course Evaluation: Faculty are encouraged to conduct both weekly and end-of-term anonymous student evaluations of lectures, readings, audio-visual presentations and other instructional approaches to assess the attainment of the objectives of the course, to enhance effective communication with students and facilitation of their performance. Faculty are also encouraged to include such evaluations and their responses to them in their annual statement of their accomplishments.

Results of Consultations

Apart from letters of consultation (attached) indicating support for the design of the major, no additional consultation was requested specific to this course, because it does not overlap with any current academic offering.

Additional Information: Working Bibliography

Aldridge, Delores Patricia. (2000). *Out of Revolution: The Development of Africana Studies*.

Conde, Maryse (1982). *Heremakhonon* (translated by Richard Philcox). Washington, D.C.: Three Continents Press.

Dawson, Michael. (2001). *Black Visions: The Roots of Contemporary African American Mass Political Ideologies*. Chicago, IL: University of Chicago Press

Dawson, Michael. (1994). *Behind the Mule: Race, Class, and African American Politics*. Princeton, NJ: Princeton University Press.

Fanon, Franz (1967). *Toward the African Revolution*. New York: Grove Press.

Fanon, Franz (1963). *The Wretched of the Earth*. New York: Grove Press.

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Garvey, Amy Jacques. (1992). *Philosophy and Opinions of Marcus Garvey*. New York: Atheneum.

Gates, Henry Louis, Jr. (1985). *Writing Race and the Difference it Makes*. *Critical Inquiry*.

Glissant, Edouard. (1989). *Caribbean Discourse*. University Press of Virginia.

- Godimer, Nadine. (1999). *Living in Hope and History: Notes from our Century*.
- Gordon, Lewis R. & Paget, Henry. (2000). *Africana Thought*. Vol I. Caribbean Philosophy by Henry Paget; Vol II. *Existencia Africana: Understanding Africana Existential Thought* by Lewis Gordon.
- Gordon, Lewis R. (1983). *Main currents of Caribbean Thought*.
- Gourdine, Angeletta K. (2003). *Difference Place Makes: Gender, Sexuality & Diaspora Identity*. Ohio State University Press.
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- Kolawole, Mary e. (1999). *Migrating Words and Worlds: Pan Africanism Updated*. Africa World Press.
- Kolawole, Mary E. (1996). *Womanism and African Consciousness*. Africa World Press.
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- Mazrui, Ali A. (1986). *The Africans: A Triple Heritage*. London: BB C Publications.
- McCartney, John T. (1993). *Black Power Ideologies: an Essay in African American Political Thought*. Philadelphia: Temple University Press..
- Nnaemeka, Obioma. (1997). *The Politics of (M)Othering: Womanhood, Identity, & Resistant*

in African Literature.

Nnaemeka, Obioma. (1998). *Sisterhood, Feminisms, and Power: From Africa to the Diaspora*.

Rodgers-Rose, L. F. (Ed.). (1980). *The Black Women*. Beverly Hills: SAGE.

Nwapa, Flora. (1992). *Never Again*. Africa World Press.

Saadawi, Nawal El. (). *Women at Point Zero*.

Saadawi, Nawal El. (1980). *The Hidden Face of Eve: Women in the Arab World*. London: Zed Press.

Soyinka, Wole. (2001). *Conversations with Wole Soyinka*. University Press of Mississippi.

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Toure, Sekou. (1975). *The social basis for the power of the State*. In Mutiso & Rohio (Eds.), *African Political Thought*. London: Butler & Tanner, Ltd.

Wehrs, Donald R. (2001). *African Feminist Fiction & Indigenous Values*. University Press of Florida.

Catalog Description

This course engages students in an introductory overview of major ideas, ideological debates, and social/political movements that have emerged in the African Diaspora to challenge national and global social, political, economic and other realities, and to produce a dynamic framework of historical and contemporary thought that have helped to shape social consciousness, social activism, and public policy.