

Core Curriculum Management

New Core Component Proposal

Date Submitted: 05/07/18 1:05 pm

Viewing: **AFST 201-GE : Introduction to Africana Studies**

Last edit: 05/07/18 1:05 pm

Changes proposed by: annettej

In Workflow

1. **CLLA Department Head**
2. **LA College Dean UG**
3. **CCC Preparer**
4. CCC Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path

1. 05/07/18 1:23 pm
Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
2. 05/07/18 1:24 pm
Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

Contact(s)

Name	E-mail	Phone
Mindy Bergman	mindybergman@tamu.edu	979-845-9707

Course Prefix AFST Course Number 201

Academic Level UG

Complete Course Title Introduction to Africana Studies

Abbreviated Course Title INTRO COURSE AFRICANA

Crosslisted With

Semester Credit Hour(s) 3

Proposal for:
Core Curriculum

How frequently will the class be offered? every semester

Number of class sections per semester 1

Number of students per semester 26

Historic annual enrollment for the last three years

Last year: 44 Previous year: 54 Year before: 75

Core curriculum

Foundational Component Area Core Lang, Phil, Culture(KLPC)

TCCN prefix/number

Foundational Component Area: Lang, Phil, Culture

How does the proposed course specifically address the Foundational Component Area definition above?

This course focuses on the contributions that African and the African Diaspora people have made to human civilization. These contributions include the formulation of the first system of government for a territorial state; creation of the foundations of science, mathematics, and advanced technology; the first written script; the foundations of philosophy and psychology; the building of the great pyramids and such modern inventions as the first electric light filament, the cotton gin, the first gas mask, the double effect evaporator, and the first design of a three stage rocket capable of interstellar flight. In studying Africana studies, students are able to learn about, critique, and be inspired by the accomplishments of African men and women who shaped and are shaping the moral conscience, artistic genius, scientific and technical achievements, and political activism of their time. Additionally, students learn how to recognize and challenge intellectual hegemony and racist science. The course not only provides students with the experience of challenging traditional Western orthodoxy, but also gives them an opportunity to explore new and alternative paradigms and theories. Students acquire and develop an appreciation for both the origins of knowledge, the philosophy of science, and the politics of knowing. Students develop a social character and personal outlook that gives them the ability to contribute to the well-being of themselves and humanity. The course will ultimately prepare students to not only understand the world they live in but to see where the world is wanting and to have the ability and the desire to make it better.

Core Objectives:

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

(1) Students write 15 papers (5 viewing reaction papers, 9 reading reaction papers, and 1 final exam paper) and respond to 4 essay prompts from their textbook. In all papers, students are required to integrate, analyze, and evaluate the material that they have read/viewed. (2) Students take 6 tests that will require them to analyze, integrate, and synthesize material that they have read or viewed.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

(1) Students work as teams to facilitate class discussion. This involves oral communication, from the discussion leaders and the others in the class. (2) Students write reaction papers and essays throughout the semester, reflecting on their readings and the class discussions. (3) Students watch several documentaries and films in the course, discuss the material, and write five viewing reaction papers. This draws on both visual communication and written communication.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

(1) The course material focuses in large part on peoples from other parts of the world than the USA. Writing assignments and discussion forums focus understanding these perspectives, traditions, and histories. (2) Tests will also be administered that will be used to demonstrate student knowledge about other cultures. (3) Students will lead discussion forums, which will require them to use interculturally competent skills to facilitate discussions. (4) The final exam paper focuses on social and personal responsibility, including how this course affects their ability to engage with others.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision - making):

(1) The final exam paper focuses on social and personal responsibility and how the students' learning from the course affect their choices and ability to be a good citizen. (2) Working as a team for discussion facilitation, students need to take personal responsibility for their group and work together.

Additional Comments

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus [AFST 201 CD and KLPC.pdf](#)

Reviewer Comments

Key: 661