

**TEXAS A&M UNIVERSITY  
AFRICANA STUDIES PROGRAM**

AFST 201. INTRO TO AFRICANA STUDIES

MWF X:xx – Y:yy

Class Meeting place: TBD

Spring 2019

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**AFST201 - Introduction to Africana Studies.** (3-0). Credit 3. Introduction to the field of Africana Studies; interdisciplinary approach drawing from history, philosophy, sociology, political studies, literature and performance studies; explores the African foundational relationship to and connections with its diaspora populations; covers Africa, the United States, the Caribbean, Europe and South America. Prerequisites: NONE.

**REQUIRED TEXT AND OTHER COURSE MATERIALS**

**Text:** Azevedo, Mario. *Africana Studies: A Survey of Africa and the African Diaspora* (3rd edition). Durham: Carolina Academic Press, 2005.

**Other materials:** online at the Library or given by the instructor.

**COURSE DESCRIPTION**

Every student should know about the unparalleled and unmatched contributions 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.

In addition to learning aspects of human history that have been hidden and/or stolen, they 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.

## METHODS OF INSTRUCTION AND CLASS COMMUNITY

This course is not intended to be a lecture format course, but rather a course in which students actively and collectively participate and engaged in constructive dialogue and discussion of readings and film viewed. As a class, we should strive to create a sense of community in which each of us is recognized as a student, teacher, and scholar with individual ideas and insights worth exploring. Keep in mind that the topics that we discuss can be difficult; small group discussions allow students to understand the consequences to their viewpoints or opinions and take responsibility for them.

## LEARNING OUTCOMES

**Course learning outcomes.** By the end of this course, the successful student should be able to:

1. List key contributions to modern society by Africans and peoples of the African diaspora
2. Identify and criticize racist science, intellectual hegemony, and traditional Western orthodoxy
3. Describe and apply non-traditional perspectives on history, philosophy, and politics of knowing
4. Articulate values and goals that reflect social and personal responsibility that are informed by this course

**Core curriculum learning outcomes.** AFST 201 is part of the core curriculum, meeting the Language, Philosophy, and Culture (KLPC) requirement. The learning outcomes for KLPC courses, regardless of the particular course, are:

1. **Critical Thinking:** creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information
2. **Communication:** effective development, interpretation and expression of ideas through written, oral, and visual communication
3. **Social Responsibility:** intercultural competence; knowledge of civic responsibility; and the ability to engage effectively in regional, national, and global communities
4. **Personal Responsibility:** ability to connect choices, actions, and consequences to ethical decision-making

**Cultural discourse learning outcomes.** Additionally, AFST 201 meets the Cultural Discourse (CD) graduation requirement. As a general statement, the learning outcomes for CD courses, regardless of the particular course, are for students to be able to:

1. Hold respectful discussions and discourse on difficult topics.
2. Recognize social inequalities, prejudices, power structures, conflict and the multiple perspectives therein, and the multicultural and global nature of society
3. Integrate classroom learning with experiences at Texas A&M and beyond.

## CLASS POLICIES

**Classroom and other etiquette.** A student-centered university Texas A&M conveys high expectations for appropriate behavior and is designed to assist students in the development of an informed set of values, ethics, and beliefs. It fosters a climate that promotes civility and respect. Students are expected to engage in behaviors that are consistent with the attainment of academic integrity and moral values. As members of the campus community, students are encouraged to actively support ethical behavior in all

aspects of University and community living; civil discourse among all members of the campus community, treating each student with dignity and respect regardless of personal differences.

**Advisory.** Some of the films we will view may contain strong language or scenes of violence and/or undress that might be offensive.

**Academic integrity statement and policy.** *Aggie Honor Code:* "An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: <http://www.tamu.edu/aggiehonor/>.

On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

**Americans with Disability Act (ADA) policy statement.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services Building at the Student Services at White Creek complex on west campus or call 979 845-1637. For additional information, visit <http://disability.tamu.edu>.

## ACTIVITIES AND EXAMS

**1-VRP (Viewing Reaction Papers).** We will complement our readings with viewings of documentary and feature films. You are expected to view the films before the class time for which it is listed. Over the course of the semester each student will write five viewing-reaction papers based on the assigned films. These papers should be about 1 to 2 pages long single-spaced in 12 point Times New Roman, with 1" margins around the page. The papers should be a critical description or summary of each film, and then individual reactions to the films. This means an expression of your opinions, critiques, insights, questions, etc. It almost goes without saying that they should not contain off-tangent ruminations. Check course calendar for due dates. A late **VRP** will be penalized with a 5-point reduction for each class day late.

**2- Reaction Papers (RP).** Each student is required to write nine reaction papers over the course of the semester. These summaries should be 1 to 2 pages long single-spaced in 12 point Times New Roman font, with 1" margins around the page. Your summary may be bulleted, numbered and/or lettered at no more than half an inch of indentation from the margin. You may leave one line of space to separate each major subheading of your summary if the article itself is sub-sectioned. This one line of space does not apply to further levels of sub-sectioning in the article. The summaries must be comprehensive (cover the entire article or text assigned) and comprehensible (use full, meaningful sentences and not phrases).

Reading assignments are listed in the course calendar under the date on which they will be discussed, so students are expected to read the articles before coming to class on that date. RPs are due on the date of the reading. A late RP will be penalized with a 5-point reduction for each class day late.

**3-Discussion facilitation (DF).** Students will serve as discussion facilitators throughout the semester; students will serve in a group and take turns as DF group leader (i.e., facilitating the work of the DF group in preparation for class and in-class small group discussion) vs. sub-leaders (facilitating in-class small group discussion). Facilitators must submit an outline that briefly summarizes the main points/arguments of the assigned readings and then lists the questions, topics, and comments that will be central to their discussion. A copy of the outline should be handed to the instructor at the beginning of the class. Discussion facilitators need to exhibit personal responsibility in guidance and decision-making for leading these discussions. This activity will help students in mastering the reading as well as developing their leadership skills. The DF group grade will be based on the way the group manages and conducts class discussion.

**4- Tests.** Six tests will be given in class. It will be about the lesson studied the *previous week*.

**5- Essays.** Students will complete 4 book based essays. The questions are taken from the Study Questions and Activities at the end of the listed chapters of the book.

**6- Final Exam Paper.** Take home exam. MLA style. 3-5 pages in length (single space). Specific assignment details will appear on ecampus. In this final essay, students will reflect on what they have learned in class, how the course have shaped their development as scholar and citizen, and how they can give back to the community.

**7-Africana Studies events.** Students are required to attend 3 events on campus related to AFST studies or black studies in general. The student has to write a 1 page double space report about what they have learned as well as a critical assessment of the event.

**8- Attendance and participation.** To derive the utmost benefit from instruction, daily attendance is essential. All students will come to class prepared to discuss assigned readings. Participation is assessed by active involvement in the course: asking relevant questions or making relevant comments on the readings and/or class discussions. Student Rule 7 outlines the attendance and excused absences policy of Texas A&M University [See <http://student-rules.tamu.edu/rule07>]. No allowance will be made for work missed due to unexcused absence. Tardiness, absence, and early departure from class will have direct negative impact on the daily evaluations based on oral responses, quizzes, preparation, and participation. *Each university-unauthorized absence will cost the student 10 points. Tardiness or leaving class early will be counted as ½ absence (i.e., 5 point reduction). Arriving more than 15 minutes late is counted as an absence.*

**GRADES AND GRADING**

<b>Grade components</b>	<b>value</b>	<b>Notes</b>
Attendance & Participation	80	
Tests	450	(6 tests, 75 points each)
Essays	100	(4 essays, 25 points each)
Discussion Facilitation	100	
VRPs	50	(5 VRPs, 10 points each)
RPs	90	(9 RPs, 10 points each)
Events	30	(3 events, 10 points each)
Final exam	100	
<b>Total</b>	<b>1000</b>	

<b>Point range</b>	<b>Grade</b>
900-1000	A
800-899	B
700-799	C
600-799	D
599 & below	F

week	day	Class Schedule (Complete before class; numbers in parentheses refer to readings in Azevedo book)	Discussion facilitation & due dates
		<b>COURSE INTRODUCTION</b>	
1	M	Purpose, scope, assignments, syllabus.	
	W	Introduction to course and Africana Studies	
	F	Introduction to course and Africana Studies, preparation for discussion facilitation	
		<b>INTELLECTUAL/INSTITUTIONAL DEVELOPMENT OF THE FIELD/BLACK EXPERIENCE</b>	
2	M	"African American Studies and the State of Art: Intro, Foundation and Structure. Epistemology, Afrocentricity, Ideology and Socio-Scientific Trends" (33-48).	DF0
	W	"African Studies and the State of Art: Intro, Definition and Historical Evolution. & The Discipline" (5-22).	DF1
	F	TEST 1	TEST 1
		<b>RACE: CONTOURS/CONTEXTS/CRITICISM</b>	
3	M	<u>View</u> : The Difference Between Us. (Episode 1 of Race: the Power of an Illusion) ( <a href="https://mediamatrix.tamu.edu/">https://mediamatrix.tamu.edu/</a> )	DF2
	W	<u>View</u> : The Story We Tell. (Episode 2 of Race: The Power of an Illusion) ( <a href="https://mediamatrix.tamu.edu/">https://mediamatrix.tamu.edu/</a> )	DF3
	F	<u>View</u> : The House We Live In (Episode 3 of Race: The Power of an Illusion) ( <a href="https://mediamatrix.tamu.edu/">https://mediamatrix.tamu.edu/</a> )	DF4 VRP 1
		<b>PEOPLE OF AFRICAN DESCENT AND THEIR PLACE IN HISTORY</b>	
4	M	Africa and the Genesis of Mankind: Physical environment. The evolution of culture & the shift of food production. (56-67).	RP1 DF 1
	W	Legitimate Trade, Diplomacy and the Slave Trade. (72-88)	DF2
	F	TEST 2	TEST 2
5	M	European Exploration and Conquest of Africa. (109-120).	DF3 + RP2
	W	Diaspora Africans and Slavery. (90-103)	DF4
	F	Discussion of essays	Essay I Chap 5&6 (Pp. 104 & 121)
		<b>CIVIL WAR TO CIVIL RIGHTS</b>	
6	M	"Civil War to Civil Rights: The Quest of Freedom and Equality" (123-148).	DF1+ RP3
	W	<u>View</u> : Documentary: Martin L. King, Jr.: A Historical Perspective. AND <u>View</u> : Documentary: The Autobiography of Malcom X	DF2
	F	Continued discussion on documentaries	VRP2
		<b>AFRICAN INDEPENDENCE MOVEMENTS</b>	
7	M	"Africa's Road to Independence" (163-172).	RP4 + DF3
	W	"Pan-African Movement" (173-185)	DF4
		"Contemporary African World" (189-205).	DF1

	F	TEST 3	TEST 3
		<b>AFRO-CARIBBEAN AND AFRO-LATIN AMERICA I</b>	
8	M	The Caribbean and Latin America: From Emancipation to Independence. (151-161).	DF2 + RP 5
	W	<u>View</u> : “Cuba” Black in Latin America. + DF3	DF3
	F	Continued discussion	VRP3
		<b>AFRO-CARIBBEAN AND AFRO-LATIN AMERICA II</b>	
9	M	<u>View</u> : “Haiti and the Dominican Republic.” Black in Latin America.	DF4
	W	<u>View</u> : “Mexico and Peru.” Black in Latin America	DF1 + VRP4
	F	<u>View</u> : “Brazil.” Black in Latin America	DF2 + VRP5
		<b>AFRICAN AND RELIGION</b>	
10	M	“Religion in Africa” (399-416).	DF3 + RP 6
	W	“Religion in the Diaspora” (421-438).	DF4
	F	Discussion of essays	Essay 2 Chap 22 & 23 pp 418 & 439-40
		<b>CONTEMPORARY DIASPORA/ CONTRIBUTIONS</b>	
11	M	“Continental African and African American: The progression of a Relationship” (244-247). AND “Contribution in Sciences, Business, Film and Sports” (351-366).	DF1 (Continental) DF2 (Contribution) RP7
	W	“Contemporary Diaspora and the Future” (207-222).	DF3
	F	TEST 4	TEST 4
		<b>CONTINENTAL/DIASPORA AFRICAN FAMILY</b>	
12	M	“The African Family” (371-382).	DF4 + RP8
	W	“The African American Family” (383-395).	DF1
	F	Discussion of essays	Essay 3 Chap 20 & 21 pp 382 & 396
		<b>BLACK WOMEN IN AFRICA &amp; AMERICA CARIBBEAN</b>	
13	M	“African Women” (443-463).	DF2 + RP 9
	W	“Women from the Caribbean” (465-476)	DF3
	F	TEST 5	TEST 5
		<b>BLACK WOMEN IN THE CARIBBEAN</b>	
14	M	Lifting As We Arise: Black Women in America. (481-501)	DF4
	W	TEST 6	TEST 6
	F	Discussion of essays	Essay 4 Chap 24 & 25 (Pp 463 & 477)
		<b>FINAL EXAM PAPER—due per university schedule</b>	