AFA 201: The African Experience
Office: 310 Keith
3 cr. hrs., CRN: ******
Office Phone: 2-3483 (Cell: 859-248-1394)
Online Course
Winter Term: Dec 16, 2019 - Jan 10, 2020
Instructor: Dr. Ogechi E. Anyanwu
E-mail: ogechi.anyanwu@eku.edu

Required Texts and Course Materials Available through Blackboard

Catalog Course Description

AFA Minor or Certificate
A student may complete an interdisciplinary African & African American Studies minor by taking 18 hours, including AFA 201/201W, AFA 202/202W, and twelve hours of approved AFA electives. The certificate in African & African American Studies requires 12 hours, including AFA 201/201W, AFA 202/202W, and nine hours of approved electives. Electives must be selected from the following courses: AFA 200, AFA 225, AFA 304, AFA 305, AFA 330, AFA 345, AFA 346, AFA 347, AFA 349, AFA 356, AFA 360, AFA 361, AFA 367, AFA 372S, AFA 378, AFA 385, AFA 386, AFA 388, AFA 435, AFA 495, AFA 510, CDF 424, SOC 400, or African- or African American-specific courses from other programs (upon AFA Director approval). Please contact Dr. Ogechi Anyanwu (ogechi.anyanwu@eku.edu) if you would like to declare a minor or certificate.

Texts and Course Materials:
All required reading materials can be found on Blackboard within each module. Depending on your personal preference you may read them online, or you may find it helpful to print them out and read them on physical paper. The links to the documentaries are also provided. Clicked on the links to watch them.

AFA 201 General Education Course-Specific Learning Outcomes in Element 3
Upon completion of this course, students will be able to:
1. Demonstrate an ability to communicate effectively by applying skills in reading, writing, speaking, and listening, and through appropriate use of information technology.
2. Recognize and distinguish the diverse historical, social, economic, political, and cultural experiences within African societies.
3. Integrate knowledge that will deepen their understanding of the historic (mis)conception and positioning of Africa within the global community and effects on global relationship.
4. Recognize, examine and apply the central themes and concepts that determine the social construction of African world-view (with emphasis on art, religion, literature, and music).
5. Recognize and analyze the ways in which the knowledge/understanding of other cultures prepares them for effective participation in a global world.
General Education Goals: Element 6 (Diversity of Perspectives and Experiences)
Upon completion of the course, students will be able to:
1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)
4. Recognize perspectives from other cultures and/or historically marginalized groups (GE Goal 9)

Evaluation Methods (Overall Grade will be cumulative)
1. Weekly Discussion 60%
2. GE Assessment Essay 20%
3. Document Analysis Essays 20%

The final grade is based on 100%: A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below. All late assignments will not be accepted and will receive an automatic grade of F.

Student Progress:
Weekly grades will be posted to the Blackboard every Sunday.

Disability Statement:
If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

Academic Integrity Statement:
Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail:
An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Class Format:
This is an online course developed through EKU’s web portal known as Blackboard. Students should check the Blackboard site every day for announcements, clarifications, and comments from the professor. You will need a university email account to gain access to the Blackboard through My EKU web portal and the course materials for this course. You will read, respond, interact, and submit all assignments through this system. To be successful in the course, you must have the right specifications for your computer system and internet access. For details, see the file on the ‘Course Document’
section of the blackboard. Please note that required readings for each topic will be assigned on a weekly basis. Read the relevant chapters or articles to facilitate meaningful participation in our online discussion forums and timely completion of assignments. Lecture guidelines/questions will be posted on the Sunday proceeding the week during which they will be completed. You are required to complete your readings and submit your assignments on time. If you fail to turn in your assignments on time, you will lose points for that particular week’s work. Please keep this in mind and plan for any circumstances including lost internet service, broken computers or any other unforeseen events. Malfunctioning computer equipment or internet service is not an excuse in this class. The reason why is simple, there are computer labs on campus and at all of the EKU satellite campuses at which you can complete your work. You agreed to sign up for an internet-based course, so you have the responsibility of doing what it takes to participate online and meet these expectations. You are reminded that online courses are not easy than normal classroom courses; they require discipline and time management.

Discussions:
Any general questions or issues about content and/or assignments should be posted to the “Questions and Answers” forum on the discussion board. This is our classroom meeting place. Do not send me an e-mail unless it is confidential. To post a question, click on the link “Questions and Answers” and click on "Create Thread," type your question or comments and click on submit. To respond to others, simply click on "Reply," type your question or comments and click on submit. The instructor or fellow students will respond in 24-48 hours (Monday - Friday).

COURSE REQUIREMENTS

Weekly Discussion, 60%
Every Sunday, I will post discussion questions that take into account that week’s assigned readings. Please visit the “Course Documents” section of the Blackboard to download the readings. Complete the readings and answer the discussion questions posed in a well-crafted essay of at least 300 words and post it on Wednesday at midnight. Specific prompts for the week can be found under each module. Then, you will have until Saturday at midnight to respond to at least two of your peers in a meaningful way. Comment on the strengths and weaknesses of your peers’ posts and why. Keep in mind that all late postings will not be accepted and will receive an automatic grade of F.

Composing Essays:
In composing all your essays for this class, think seriously about this critical thinking model as advanced by Richard Paul and Linda Elder
1. Clarity: Could you elaborate further? Could you give an example?
2. Accuracy: How could we check on that? How could we find out if that is true?
3. Precision: Could you be more specific? Could you give more details? Could you be more exact?
4. Breadth: Do we need to look at this from another perspective? Do we need to consider another point of view? Do we need to look at this in other ways?
5. Logic: Does all this make sense together?
6. Significance: Is this the central idea to focus on? Which of these facts are most important?
7. Fairness: Do I have any vested interest in this issue? Am I sympathetically representing the viewpoints of others?

Note:
1. Discussions posts constitute 60% of your total grade. Don’t sit down at 11:48 on Wednesday night, type whatever comes to your mind until you hit 300 words, and submit your work without proofing. A good post should make it clear that you have read all of the assigned readings for the week, not list facts and trivia, but arranges details in a coherent way that accurately responds to the prompt.

2. Avoid postings that are limited to ‘I agree’ or ‘great idea,’ etc. If you agree (or disagree) with a posting then say why you do by supporting your statement with concepts from the readings, or by bringing in a related example or experience

3. Try to use quotes from the assigned readings that support your postings. Include page numbers and references when you do that

4. Bring related prior knowledge (work experience, prior coursework, readings, etc)

5. Use proper etiquette (proper language, typing, etc). Do not use abbreviations and slang—watch the typos. Yes, professionalism counts.

**Document Analysis Essay, 20%**
Students will be required to write a document analysis essay of not more than one page each week, except the sixth week. Your essay is due every Thursday at 11:59pm. Read the primary source document posted on the blackboard each week and respond to the following questions in your essay:

1. When was this document written? Who was the author and who was the intended audience?
2. Why was this document written (i.e. what were the author’s purposes)?
3. What kind if mindset did the author bring to his subject?
4. What does the document reveal about historical change in the society in which it was produced? What does it reveal about the causes of those changes?

**GE Assessment Essay, 20%**
Read carefully this primary source document(s): Jourdon Anderson to Colonel P.H. Anderson, August 7, 1865, in *New York Daily Tribune*, Tuesday August 22, 1865 and write a well-organized essay that analyses the significant historical or contemporary issue, idea, movement, event, institution, or societies it discusses. You should completely answer each of the following questions:

1. Construct a thesis (central or main argument), using specific details from the primary source (s) document to support that thesis. *(Instructor Note: General Education, Clarity of Expression).*
2. Who wrote this document, when was it written, why was it written, and who was the intended audience? What core historical concepts relating to African or African American studies are discussed in this document? Be specific and identify terms and concepts we have learned in the course *(Instructor Note: General Education, Comprehension).*
3. Critically analyze the perspectives (unspoken “cultural assumptions”) the author brought to his/her subject. What in the author’s background or experience produced that mindset? *(Instructor Note: General Education, Integration).*
4. What does this document reveal about the social, political, economic problems, progress, or promise of African or African American peoples or societies during the period in which it was produced? *(Instructor Note: General Education, Perspectives E6).*
5. To what extent does this document debunk or extend the historical or contemporary stereotypes, misconceptions, and misrepresentations about Africans or African-Americans as discussed in class? What is the significance of this document in understanding issues surrounding African or African American peoples and societies? *(Instructor Note: General Education, Integration Across Course and Significance).*
Instructions:

- The paper should be 3-4 pages in length, typewritten, double-spaced and paginated.
- The paper should have a title.
- The paper should contain a clear statement of thesis which should be included in the introduction, followed by a narrative that explicates the thesis, concluding with summation or restatement of the thesis.
- The paper should be free of grammatical, spelling and syntactical errors.
- The paper should contain at least 4 different quotes from the primary source(s) provided.
- The paper should avoid plagiarism, whether intentional or unintentional. In general, both ideas and language (wording) taken from another writer must be properly acknowledged and cited (footnoted). Language borrowed from a source must be placed in quotation marks.
- Use the *Chicago Manual of Style*, 15th edition. Your Endnotes should be numbered sequentially throughout your paper in Arabic numerals. Numbers must be embedded automatically in the text (i.e. if endnotes are added or deleted the numbers change automatically).

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Disclosures of Discrimination, Harassment, or Violence

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to http://greendot.eku.edu.

EKU’s commitment also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If
you would like to obtain confidential help from someone who does not have to report the information, please go to the Title IX website for resources, including the following:

- EKU Student Health Services: 622-1761
- EKU Counseling Center: 622-1303
- Title VII and IX at EKU: 622-8020
- Ampersand Sexual Violence Resource Center of the Bluegrass: 800-656-4673 (hotline)
- Hope’s Wings Domestic Violence Program: 859-623-4095
- National Suicide Prevention Lifeline: 800-273-8255

For more information, see the Non-Discrimination and Harassment policy. Questions regarding the policy may be directed to John.Dixon@eku.edu, Director of Equity & Inclusion and Title IX.

**Attendance Policy:**
Attendance is compulsory. Unless you inform me ahead of time, if you fail to complete the first assignment, you will be withdrawn from the class. Attendance is defined as logging in to the blackboard classroom and interacting; posting questions, thoughts, homework assignments at least 4 times per week. Extended absences, defined as failure to post into the Blackboard classroom for more than two days, will negatively affect your grade. Students should make every effort to attend every class meeting. Per EKU policy 4.1.6R, “excusable reasons for absence from class may include illness; serious emergencies; special curricular requirements (e.g., field trips and professional conferences); military obligation; inclement weather conditions; religious holidays; court-imposed legal obligations; approved accommodations by the Office of Services for Individuals with Disabilities; medically necessary absences due to pregnancy or childbirth; and participation in official university-sponsored activities.” EKU officially adopted a policy in December 2014 regarding excused absences and the extensive policy can be viewed in full at:

The burden of proof for all excused absences rests on the student and he/she will need to provide proper documentation for such an absence. Make-up assignments will be allowed for excused absences. It is at the instructor’s discretion whether or not to allow make-up assignments in the case of unexcused absences.

**Notification of the Last Day to Drop the Course:**
For Winter 2018 Deadlines: add/drop, refunds, see https://colonelscompass.eku.edu/sites/colonelscompass.eku.edu/files/winter_16_20.pdf

**Accessibility Accommodation Statement**
The University strives to make all learning experiences as accessible as possible. If you are registered with the Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s). If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at accessibility@eku.edu or by telephone at (859) 622-2933. A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others,
learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Act Amendments Act (ADAAA). Upon individual request, this syllabus can be made available in an alternative format.

**Academic Integrity Policy:**
Students are advised that EKU’s Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at [http://studentrights.eku.edu/academic-integrity-policy](http://studentrights.eku.edu/academic-integrity-policy). Questions regarding the policy may be directed to the Office of Academic Integrity located in the Turley House, or contact them by phone at (859) 622-1500.

**Official E-mail:**
An official EKU e-mail is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Title IX Statement:**
Students should be aware that some aspects of this course may contain graphic materials dealing with explicit violent/sex acts. Students who feel uncomfortable reading, viewing or discussing these topics in class should contact the instructor for more information.

**Policy Regarding Course Incompletes:**
Students are expected to complete all work by the due date for the assignment. An incomplete grade is not automatically granted. A grade of "I" may be assigned only in cases of illness, accident, or military service. Students must have completed at least 75% of course material to be considered for an incomplete. It is the responsibility of the student to request an incomplete by meeting with the instructor. It is also the responsibility of the student to complete all outstanding work by the deadline specified by the instructor. Students who do not complete the appropriate paperwork for an Incomplete Grade, or who fail to complete the required work, will be assigned a default grade of “F.”

**Writing Assistance**
The Noel Studio for Academic Creativity is a free resource for the EKU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written, oral, or multimodal communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at [http://www.studio.eku.edu/](http://www.studio.eku.edu/) or call 859-622-7330.

**The Student Success Center**
Located on the ground floor of the library, the Student Success Center provides free assistance for all EKU students. You can visit the Student Success Center for tutoring in over 100 subjects, as well as other services including mentoring, workshops, advising, studying, computer use, and with any questions related to your college experience. Email successcenter@eku.edu or visit [www.successcenter.eku.edu](http://www.successcenter.eku.edu). Drop-in visits are welcome, and no appointment is necessary.
CLASS SCHEDULE  
(Schedule subject to modification)

Module One (Dec. 16-21): Understanding the African Continent

**Due Dates**
- **Wednesday**, Dec. 18: Module 1 Initial Discussion Post, 11:59pm
- **Saturday**, Dec. 21: Module 1 Discussion Responses, 11:59pm

**Secondary Sources:**

**Documentary:**
“Different but Equal,” Written & Presented by Basil Davidson:  
[https://www.youtube.com/watch?v=X75COneJ4w8](https://www.youtube.com/watch?v=X75COneJ4w8)

**Primary Source:**
Ghana and its Peoples in the Eleventh Century

**Question:**
Examine the concept of Africa as a “dark continent.” What was the basis for this view? Has the West misperceived and misrepresented Africa? What stereotypes and myths do we hold regarding Africa? How do we acquire them? Where do they appear in our culture? Why do they persist?

Module Two (Dec. 23-28): Culture, Religion, and Women in Africa

**Due Dates**
- **Tuesday**, Dec. 24: Module 2 Initial Discussion Post, 11:59pm
- **Thursday**, Dec. 26: Document Analysis Essay, 11:59pm
- **Saturday**, Dec. 28: Discussion Responses, 11:59pm

**Secondary Sources:**

**Documentary:**
“The King & The City,” Written & Presented by Basil Davidson:  
[https://www.youtube.com/watch?v=zXhVu21As4A](https://www.youtube.com/watch?v=zXhVu21As4A)

**Primary Source:**

**Question:**
Critically analyze the role of culture, religion and women in precolonial African societies. In what ways do they help you understand African history?

**Module Three (Dec. 30-Jan. 4): Literature, Education, and Music in Africa**

**Due Dates**
- **Wednesday,** Jan. 1: Module 3 Initial Discussion Post, 11:59pm
- **Thursday,** Jan. 3: Document Analysis Essay, 11:59pm
- **Saturday,** Jan 4: Discussion Responses, 11:59pm

**Secondary Sources:**

**Documentary:**
Middle class sprawls in Nairobi, Kenya, [https://www.youtube.com/watch?v=HyNztfyen7Q](https://www.youtube.com/watch?v=HyNztfyen7Q)

**Primary Source:**
African Folktale: “The Chief Who was no Fool”

**Question:**
Music is an integral part of African societies. How? Discuss how music manifests in African cultures and societies. What types of literatures and literary genres do we find being produced in Africa? Critically examine some of the themes explored in African literatures. Critically assesses precolonial educational systems and the changes that took place during the colonial and postcolonial periods.

**Module Four (Jan. 6-10): Africa and the West: From Slave Trade to Decolonization**

**Due Dates**
- **Tuesday,** Jan 7: GE Assessment Essay Due, 11:59pm
- **Wednesday,** Jan 8: Module4 Initial Discussion Post, 11:59pm
- **Thursday,** Jan. 9: Document Analysis Essay, 11:59pm
- **Friday,** Jan 10: Discussion Responses, 11:59pm

**Secondary Sources:**

**Documentary:**
“The Magnificent African Cake” Written Presented by Basil Davidson:
https://www.youtube.com/watch?v=sTa5iDbZxu0

**Primary Sources:**
African responses to colonialism documents.

**Question:**
With your knowledge of the impact of the slave trade, discuss how the trade affected African peoples and continent. How have the colonial boundaries of African created by European powers still affect the continent? What is nationalism? What factors hastened the collapse of European empire in sub-Saharan Africa during the post-war years?