

Moravian College

AFRI 110/SOC 110 - Introduction to Africana Studies

**Dr. Joel Nathan Rosen, Associate Professor of Sociology
PPHAC 311**

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Office Hours: W 12n – 1p & 4p – 5p/Th 3p – 4p/F 12n – 1p or By Appointment

****Check Email Frequently (and make sure that I have your best address)****

Course Description:

This course explores the significance of Africa and its global descendants through an interdisciplinary approach. The course will make use of critical methodologies of the humanities and social sciences in order to consider some of the questions provoked by African and African Diasporic experiences. For example, is an African Diaspora an objective reality or has it existed solely in response to American and European notions of racial difference? What have been the characteristics encompassed by that reality or those notions of race? Additionally, course materials will allow students to survey the lasting contributions of Africans and their descendants to the development of various world civilizations.

Course Objectives:

In conjunction with the LinC M5 program, the course objectives are:

- to identify and analyze the nature of sub-Saharan Africa and African-ness and how these notions have been ‘constructed’ historically, politically, socially, culturally, and economically;
- to understand the socio-historical and theoretical significance of social categories such as class (peasant, rich, farmer, agricultural worker/rural proletarian), race, ethnicity, and gender from an Eastern perspective;
- to become familiar with some of the methodologies and critical perspectives employed by cultural anthropologists and social historians in order to more effectively present and interpret the experiences of people of African descent;
- to develop clarity of professional expression when writing and speaking about the major events and people in the African Diasporic experience;
- to consider the nature of historic change and continuity within the African

Diaspora and its related elements.

Required Text:

Azevedo, Mario, Ed. *Africana Studies: A Survey of Africa and the African Diaspora*. 3rd Edition. Durham, NC: Carolina Academic Press, 2005.

Achebe, Chinua. *No Longer at Ease*. Thousand Oaks, California: BN Publishing, 2009.

--handouts and otherwise supplemental reading will be distributed throughout the term.

Recommended Texts:

Franklin, John Hope and Moss, Alfred A., Jr. *From Slavery to Freedom: A History of African Americans*, 8th Edition, (New York, Knopf, 2000).

Lawrence W. Levine, *Black Culture and Black Consciousness: Afro-American Folk Thought from Slavery to Freedom*, (New York: Oxford University Press, 1977).

Requirements and Evaluation:

- 20% Misc. Reviews, "Pop" Quizzes, and In-Class Work (includes Participation)
- 20% Book Review with presentation component
- 20% Annotated Bibliography
- 20% Midterm – approximately half-way through term
- 20% Final Examination – cumulative and intended to serve as an extension of the earlier midterm.

As I typically employ letter grades on written assignments, I offer the below list of how each letter translates numerically:

- A+ = 100/A = 96/A- = 93
- B+ = 89/B = 86/B- = 83
- C+ = 79/C = 76/C- = 73
- D+ = 69/D = 66/D- = 63
- F = 59-50 [actual score depends on the severity of the error(s)/student will be notified]
- Failure to turn in work translates into a *ZERO*

Grade Scale:

- A = 100-95/A- = 94-90

- B+ = 89-88/B = 87-84/B- = 83-80
- C+ = 79-78/C = 77-74/C- = 73-70
- D+ = 69-68/D = 67-64/D- = 63-60
- F = 59...

Grade Advisory – While I respect that students have to be grade conscious, it is imperative that students understand that:

I treat evaluations as professional—not personal!

Do not ask from me anything that steps outside the boundaries, and do not wait until *Zero Hour* to inquire as to your status. Moreover, it is your responsibility to keep abreast of your own grade calculations, and unless the circumstances are unique, I'll leave you to your own devices on that matter. Also, to save us all needless heartache, and in the interest of propriety and mental health, I also have to insist on a twenty-four hour grace period before I will speak to you about any returned work. You may find that this cooling off period is exactly what we both need to come together rationally and in the spirit of liberal learning.

Finally, you are required to attend at least two office hour sessions during the semester, and it is mandatory that you appear during office hours to discuss/go over in much greater detail any assignment graded below a C-.

Classroom Decorum and Expectations:

Attendance – Class attendance is mandatory and vitally important to your success. Failure to attend on a regular basis not only puts your grade in jeopardy but may also be met with a lowered mark for participation.

- There are no excused absences. If you have a legitimate emergency, it is your responsibility to bring it to the attention of your instructor at your earliest convenience.

Tardiness – Tardiness to class is not only detrimental to the learning process but quite disruptive and unfair to those who make it to class on time regularly. Recurring tardiness shows a lack of respect for the classroom, the instructor, and one's fellow students and will not be tolerated. Therefore, once the door has been shut, you will not be permitted to enter.

Deadlines – Assignment deadlines are exactly that. Students are expected to comply with deadlines in accordance with all rules, guidelines, and expectations of each assignment proffered. Failure to do so will result in a tendering of no-grade for work not done to expectation or submitted on time. The policy for late papers is as follows:

- On minor assignments, you will be allowed to turn in one late assignment as

long as it is within twenty-four hours for a ten point deduction. After your one exception, you will no longer enjoy this luxury

- Do not expect me to have to chase you down in order to turn in assignments!

Participation – Classroom discussions are a big part of the learning process. Your participation is not requested—it is required. Failure to do so is both in bad taste and could conceivably be detrimental to your ability to learn effectively.

Disruptions – Disruptive behavior, including talking, unengaged behavior, i.e. reading a book, magazine, or newspaper, texting, sleeping, chronic tardiness alongside loud entrances, and any other unfortunate breach will not be tolerated. Learning is an active process, and failure to actively engage not only threatens the individual's ability to learn but also affects others.

Academic Honesty – You are all responsible for knowing and adhering to the code of academic honesty here at Moravian College. For those of you unfamiliar with this code, it can be found on pages fifty-two through fifty-seven in your student handbook.

Please Note: It is your responsibility to see to it that these expectations and guidelines are met satisfactorily and consistently. I take the classroom quite seriously, and I expect all of you to do the same as well.

Out of Class Submission Expectations:

- a title page with a suitable title, your name, the course, section, and my name all spelled correctly
- size 12 font Times New Roman in black with default margins and spacing set at *double*
- page numbers
- a *References* section (if necessary) at the end of the work done in the most recent citation form of your choice (depends on your major and other factors). The key here is fluidity and consistency.¹
- for every unedited internet site there must be at least two published sources
- with few exceptions, single & two-digit numbers (zero *through* ninety-nine) are to be spelled out; three digits are to be written numerically
- be wary of overuse of abbreviations and/or contractions
- a staple in the upper left hand corner (no frilly covers)

Please note that all in-class work must be done in blue or black ink

On Writing and Research:

¹ Work not properly cited will not be graded and could be brought to the Academic Standards Committee under a charge of plagiarism. If you have questions, please seek me out. Also, *Wikipedia* and other types of non-academic encyclopedias will under no circumstances be considered legitimate sources!

Though this is not designated to be a writing intensive course, you should expect that there will be an emphasis placed on written expression anyway. I should also like you to know from the start that I spend a great deal of time poring over your writing and expect that you will read and explore my commentary on all things ranging from content to grammar, punctuation, and syntax. Please try to check your ego at the doors and realize that this is a learning experience while convincing yourself that blips and missteps are all part of the process.

You should also note that where applicable, this instructor expects his students to deal directly with all matters relating to the citation process. Failure to do so will be dealt with harshly with penalties ranging from a zero on work not properly documented to a formal report to the proper academic disciplinary committee.

A Note on Individual Accommodations:

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Also, as the college's Writing Center is located in a building that is not accessible to persons with mobility impairments, those in need of further assistance or accommodation are encouraged to contact the center at 610/861-1392.

The Earth is a beehive; we all enter by the same door.

—African Proverb

Course Schedule (subject to change/readings to be announced):

Week 1

Introductions: Setting the Foundations, i.e. Course Expectations, etc.

- why Africana Studies & What Is a Diaspora ?
- the so-called African Trilogy

Week 2

Africa Before the Slave Trade

Week 3

African Religions

Week 4

Africa and Europe Before 1492

Week 5

The Slave Trades: Atlantic and Others

- Midterm

Weeks 6 & 7

Arrival in the Americas

- Annotated Bibliographies Due

Week 8

Slavery and Family

Week 9

The Abolitionist Movements

Week 10

The Rise of *Jim Crow*

Week 11

Nations and Racialized Citizenship beyond the Americas

Weeks 12-14

An Africanized America: Literature, Culture, Music, and Sport amidst the Backdrop of *Egyptomania*

- Oral Presentations
- Book Reviews Due

Week 15

Race and Identity in the Post-Cold War Era

Final Exam: Monday, December 9, 1:30PM