



STUDIES AND RESEARCH CENTER

AFRICANA



Undergraduate and Graduate Courses Fall 2008



Table of Contents

First-Year Writing Seminars	•••	2
Languages	•••	3
Lectures (100 - 300)	•••	6
Seminars (400 - 600)	•••	8
Independent/Supervised & Honors Study	•••	11



August 2008

Languages

ASRC 1100 (131) **Swahili** **4 credits**
TR 10:10-12:05 **Nanji, A.** **AFC 111** **1590**

Continued study of the basic grammatical formation of the language and the introduction of reading material ranging from songs to short stories. A great many drills are invariably used in this course to help develop the student's comprehension of the language. Swahili tapes are highly utilized during all of these sequences. (Also taught during Winter Session and Summer Session).

ASRC 1102 (133) **Swahili** **4 credits**
TR 8:40-9:55 **Nanji, A.** **AFC 111** **1591**

In this sequence of the course more emphasis is placed upon the development of reading ability and the acquisition of writing skills. Students are expected to read and comprehend selected Swahili stories and write compositions on chosen topics. Ample consideration is given to oral practice in the classroom.

ASRC 1104 (111) **Elementary Arabic I (NES 1201)** **4 credits**
T 11:15-12:05 **Younes, M. & Staff** **RCK 132** **6433 (lec 01)**
T 12:20-1:10 **6434 (lec 02)**

SUB-COURSES

MWRF 8:00-8:50 **WHT B14** **7813 (dis 201)**
MWRF 9:05-9:55 **WHT 114** **6436 (dis 202)**
MWRF 11:15-12:05 **WHT B04** **6437 (dis 203)**
MWRF 12:20-1:10 **WHT 114** **6438 (dis 204)**
MWRF 1:25-2:15 **WHT B06** **6439 (dis 205)**

111, fall; 112, spring. Lecture and enrollment in section required. Enrollment limited to 18 in each session. 4 credits each term. AS&RC 111 is prerequisite for 112, or permission of instructor. Letter grade only.

The course provides a thorough grounding in all language skills: listening, speaking, reading, and writing. It starts with spoken Arabic and gradually integrates Modern Standard Arabic in the form of listening and reading texts. Emphasis is on learning the language through using it in meaningful contexts. Students who successfully complete the two-semester sequence are able to: 1) understand and actively participate in simple conversations involving basic practical and social situations (e.g., introductions, greetings, school, home and family, work, simple instructions; 2) read Arabic material of limited complexity and variety (e.g., simple narrative and descriptive texts, directions); 3) write notes and short letters describing an event or a personal experience. An important objective of the course is to familiarize students with basic facts about the geography, history, and culture of the Arab world.

ASRC 1106 (113) **Intermediate Arabic I (NES 1203)** **4 credits**
MTRF 9:05-9:55 **Elaqad, H.** **WHT B02** **6442 (sem 01)**
MTRF 11:15-12:05 **Elaqad, H.** **LNC 117** **6443 (sem 02)**
MTRF 1:25-2:15 **Elaqad, H.** **WHT 110** **6444 (sem 03)**

113, fall; 212, spring. Lecture and enrollment in section required. Enrollment limited to 18 students in each section. 4 credits each term. AS&RC 212 @ provides Option 1. Prerequisites: for AS&RC 113, one year of Arabic or permission of instructor; for AS&RC 212, 113 or permission of instructor. Letter grade recommended. A sequel to NES 111-112. Continued development of the four language skills through extensive use of graded materials on a wide variety of topics. Increased attention is given to developing native-like pronunciation and grammatical accuracy, but the main focus is on developing communication skills. The student who successfully completes 210 is able to: 1) understand and express himself or herself in Arabic in situations beyond the basic needs; 2) read and comprehend written Arabic of average difficulty; 3) write a letter, a summary of a report, or a reading selection. An appreciation of Arabic literature and culture is sought through the use of authentic materials.

Languages

ASRC 3100 (308)

Advanced Intermediate Arabic I (NES 3201)

4 credits

MTWR 10:10-11:00

Younes, M.

WHT B04

3288

308 fall; 312 spring. 4 credits each term. Limited to 15 students. Fulfills Option 1.

Prerequisite for AS&RC 308 is AS&RC 212 or permission of instructor; prerequisite for AS&RC 312 is ASRC308 or permission of instructor. Letter grade recommended.

Students are introduced to authentic, unedited Arabic language materials ranging from poems, short stories, and plays to newspaper articles dealing with social, political, and cultural issues. Emphasis is on developing fluency in oral expression through discussion of issues presented in the reading selections. There is more focus on the development of native-like pronunciation and accurate use of grammatical structures than on elementary and intermediate Arabic. A primary objective of the course is the development of writing skill through free composition exercises in topics of interest to individual students.

Lectures

ASRC 3661

South Africa in Southern Africa (HIST 3661)

4 credits

TR 1:25 – 2:40

Magaziner, D

MCG 165

6386

This course traces the history of Southern Africa (South Africa and surrounding countries) from the early second millennium to the present day. Beginning with the geography and early history of farming and trade in the region, it moves quickly to explore the impact of the European colonialism in the 17th and 18th century, the often violent conflicts and conquest of the 19th century, and especially industrialization and social change at the turn of the 20th century. The second half of the course focuses intently on the rise of segregation and apartheid during the 20th century and the slow process of decolonization after World War II. The final week looks at the present day challenges facing the region, including AIDS, violence and continued poverty, within the context of global economies.

Seminars

ASRC 4601 (459) **Educational Innovations in Africa** **4 credits**

& The Diaspora (EDUC 4590)

T 10:10-12:35

Assié-Lumumba, N.

AFC B07

1621

This course deals with educational innovations geared to promoting equal opportunity based on gender, race and class, in Africa and the African Diaspora. After an introduction of the concepts of education and innovations and the stages of innovation as planned change, the course focuses on concrete historical and contemporary cases of educational innovations. The case studies in the United States include the creation and expansion of historically black institutions such as Lincoln University, Spelman College, Tuskegee Institute (now Tuskegee University), and other schools in the South, and the Westside Preparatory School in Chicago. The African cases studied include African languages for instruction with a focus on a Nigerian case, Ujamaa and education for self-reliance in Tanzania, and the case of Cote d'Ivoire, which adopted television as a medium of instruction.

ASRC 4606 (478) **Family & Society in Africa (SOC 4780)** **4 credits**

M 10:10-12:35

Assié-Lumumba, N.

AFC B07

1623

The family, as a social institution, is structured according to historical, socio-economic, political, and cultural factors. Course topics include the concepts of the nuclear and extended family, the roles, rights and obligations of different age groups and generations; and marriage and its related issues, including parenthood, childrearing, and gender roles. Other issues examined are reproductive health, family planning, sexuality and fertility (particularly during adolescence), family codes, and legal implications. The course deals also with structural change and continuity, the impact of westernization, urbanization, formal education, and the contemporary economy on the structure and challenges of the family in Africa. Finally, the legacy of African family values and traditions in the African Diaspora, with a focus on the African-American experience, is discussed.

ASRC 6205 **Democracy/Limits of Citizenship (ENGL 6205)** **4 credits**

T 10:10-12:35

Farred, G.

TBA-campus

12800

This course is an investigation of the kinds of work – political, philosophical, theoretical, ethical – that the discourse of democracy and citizenship does in our historical moment. At a juncture when “democracy” is offered, everywhere it seems, as an elixir, the cure-all for political problems in every corner of the globe, this course intends to think democracy as, at once, an unfulfillable and constitutively necessary project – borrowing here, in considerable measure, from the work of Jacques Ranciere. Democracy is employed here as much as a critique of the violence done to human communities as it provides a way of interrogating how hegemonic the discourse – if not always the practice – of democracy – in its many guises: human rights, “free and fair elections,” the franchise, and so – has become. Is human rights discourse simply represent strategies of authorization for the UN or the USA to intervene in the affairs of “sovereign” nations? Do events in the Darfur region in Southern Sudan or the ethnic cleansing practiced by Serbs in the 1990s constitute so gross a violation against vulnerable constituencies as to merit invasion by foreign nations or entities (such as the UN or NATO)? What violence does human rights discourse sanction, what attacks on sovereignty does it authorize? What does “democracy” mean in those, and other, specific instances?

