

EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS

REQUEST FOR INCLUSION OF A COURSE IN THE  
GENERAL EDUCATION PROGRAM:  
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY

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DEPARTMENT/SCHOOL: AFRICAN AMERICAN STUDIES \_\_\_\_\_ COLLEGE: ARTS & SCIENCES

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1. Subject Code, Number, and Title: AAS 313 Contemporary Africa: the Struggle & Prospects for Development (03 hrs)

2. Credit Hours 03 hrs

3. Course Description

**AAS 313 Contemporary Africa: the Struggle & Prospects for Development (03 hrs)** is designed as a survey of Africa's contemporary political economy. In examining post-colonial efforts at development, the course focuses on a cross-section of regional and national strategies for social transformation.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**

**X Perspectives on a Diverse World**

xGlobal Awareness

U.S. Diversity

**Knowledge of the Disciplines**

Arts

Humanities

Science

Social Science

**Learning Beyond the Classroom (*LBC designation*)**

Self and Well Being

Community Service, Citizenship, and Leadership

Cultural and Academic Activities and Events

Career and Professional Development

International and Multicultural Experience

Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

**AAS 313 Contemporary Africa: the Struggle & Prospects for Development (03 hrs)** is designed as a survey of Africa's contemporary political economy. In examining post-colonial efforts at development, the course focuses on a cross-section of regional and national strategies for social transformation. Among subjects emphasized are economic cooperation and coordination initiatives on the continent, side by side with domestic and/or external constraints on national socioeconomic developmental efforts. The course also compares and contrasts Africa's major socioeconomic trends and performances with those of Latin America & the Caribbean and Asia and Pacific regions.

This course meets the Global Awareness category of the General Education Program because its survey of the contemporary political-economic conditions of Africa will help to provide EMU students with a global perspective on forms of development in the contemporary world. Such a global perspective on development is all the more necessary, given the leadership role that the United States and Western Europe play within the international community.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

**a. In the Global Awareness course, students will:**

1. Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.
2. Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.
3. Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.
4. Explore the causes and consequences of social, cultural, and racial intolerance in the world.

5. Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.

### **EXPECTED LEARNING OUTCOMES OF AAS 313 & THEIR EVALUATION METHODS**

**Learning outcome 7a(1).** As part of the global issues of contemporary times that cut across diverse nations and cultures, the pursuit of social transformation, poverty, international indebtedness, the scourge of aids, hunger and internecine civil conflicts, etc. are among the prevailing political-economic conditions of the developing world, particularly Africa. In exploring those phenomena, students of AAS 313 will compare and contrast their manifestations across the various regions of Africa. Comparative examples of such phenomena will be drawn from Latin America & the Caribbean, as well as from the Asian & Pacific regions.

**Evaluation method 7b(1).** This outcome is evaluated through weekly threaded discussions essays that involve detailed expository and critical responses, as well as questions on a quiz and a comprehensive final examination that tests the students' understanding of prevailing political-economic characteristics of Africa, such as persistent poverty, international indebtedness, the scourge of aids, hunger and internecine civil conflicts, etc. These evaluation tools also measure the students' comprehension of the fact that the factors that characterize contemporary Africa's political economy are part of the global issues of contemporary times that cut across diverse nations and cultures, particularly the developing world. Thus, one of the units require students to generate essays that compare and contrast key socioeconomic trends in Africa with those of Latin America and the Caribbean, Asia and the Pacific regions. Students are also required to summarize and synthesize pertinent information from instructor-designated websites and to post them as educational website reports.

**Learning outcome 7a(2).** In AAS 313, the students will study the role of political culture and political leadership in the political-economic fortunes and/or misfortunes of the African continent. They will also compare and contrast African political cultural features, such as expectations held of the political leadership, beliefs and attitudes towards the government and the rule of law, individualism, equality, meritocracy, and democracy with those of the United States.

**Evaluation method 7b(2).** Specifically, outcome 7b(2) is evaluated through weekly threaded discussion questions, that require detailed expository and critical responses, as well as questions on a quiz and a comprehensive final examination that test the students' understanding of the role of political culture and political leadership in the political-economic fortunes and/or misfortunes of the African continent. They are expected to be able to critically compare and contrast Africa's political cultural features and political leadership's expectations and practices with those of the United States. Students are also required to summarize and synthesize pertinent information from instructor-designated websites.

**Learning outcome 7a(3).** Development, in its multidimensionality, is one of the social and historical dynamics that underlie and influence the transformations of nations, create and influence nations, governments, global alliances, and global conflicts. In AAS 313, the students will a) learn about theories of development, such as economic nationalism (that is, an approach to development that emphasizes national self-reliance and self-sufficiency); globalization (an approach that emphasizes the inter-dependence of nations); a human-centered development paradigm that stresses improvement in living conditions, alleviation of poverty and capacity for self-sustenance; and economic growth, which simply places a premium on growth in national productivity (economic output), the balance of trade and budget balancing. Students will also learn about the dependency theory (which contends that the nature of the economic interactions between developing countries and the developed results in the impoverishment of the former and deepens their dependency upon the latter); and they will learn about the multidimensional goals of development, such as

reduction of poverty, education that provides capacity for self-sustenance, democratization of the ownership of wealth, reduction in ignorance, improvements in living conditions, including housing, health and social services. In part B, AAS 313 students will understand that regional economic integration is among the international dynamics that have historically and contemporaneously affected the prosperity and overall social progress of nations around the world; & in part C, they will learn about regional economic cooperation and coordination initiatives being undertaken in Africa as part of the continent's overall efforts towards socioeconomic and technological transformations.

**Evaluation method 7b(3).** This outcome is evaluated through weekly threaded discussion questions, that require detailed expository and critical responses, as well as questions on a quiz and a comprehensive final examination that are designed to test the students' understanding of development, in its multidimensionality, as one of the social and historical dynamics that underlie and influence the transformations of nations, create and influence nations, governments, global alliances, and global conflicts. Through such writing assignments, quizzes and examination, the students must demonstrate their understanding of basic theories of and strategies for development. By the same testing methods, the students must demonstrate understanding of the differences between globalization and economic nationalism, the differences between a human-centered development paradigm and mere economic growth, the meaning of the dependency theory, and the relevance of political power to capacity for development. Students are also required, through the aforementioned evaluation tools, to demonstrate their understanding of regional economic integration as an international dynamic that has historically and contemporaneously affected the prosperity and overall social progress of nations around the world. By the same evaluation methods, students must demonstrate their understanding of the kinds of regional economic cooperation and coordination initiatives being undertaken in Africa as part of the continent's overall efforts towards social, economic and technological transformations. Students are also required to summarize and synthesize pertinent information from instructor-designated websites.

**Learning outcome 7a(4).** The inequities and imbalances inherent in the existing global economic and political orders are among the causes and consequences of social, cultural, and racial intolerance in the world, and in AAS 313 the students will a) explore and understand the implications of the existing global political, economic and information systems for African development; b) they will learn about the legacies of the trans-Atlantic trade in African captives (conducted between the 15th and 19th centuries), as being among the causes and consequences of the social, cultural, and racial intolerance in the world of today; and c) they will learn about colonialism, neocolonialism and imperialism as being among the causes and consequences of the social, cultural, and racial intolerance in the world of today.

**Evaluation method 7b(4).** This outcome is evaluated through weekly threaded discussion questions, that require detailed expository and critical responses, as well as questions on a quiz and a comprehensive final examination that test their understanding of colonialism, neocolonialism and imperialism, as well as their understanding of the nature of the inequities and imbalances inherent in the existing global economic and political orders and their contribution to the causes and consequences of the social, cultural, and racial intolerance that pervades the world of today. Specifically, the students must demonstrate an understanding of the implications of the existing global political, economic and information systems for African development. They must demonstrate their understanding of the legacies of the trade in African captives (conducted between the 15th and 19th centuries) as part of the root causes of the social, cultural, and racial intolerance that characterizes the contemporary world. Students are also required to summarize and synthesize pertinent information from instructor-designated websites that are related to the same issues.

**Learning outcome 7a(5).** Using and analyzing information from various sources, authors and perspectives, students of AAS 313 will examine prospects for the future of Africa (including the proposed African

Economic Community), the likely impact of globalization on African development and the impact of the World Trade Agreement (administered by the World Trade Organization) on African development. The interdisciplinary sources, authors and materials include Fantu Cheru's African Renaissance, the 1991 Treaty establishing the African Economic Community, Adebayo Adedeji's Africa Within the World, and the African Union's newly adopted framework for African development, known as the New Partnership for African Development (NEPAD).

**Evaluation method 7b(5).** Specifically, through critical and expository essays in the form of threaded discussions and evaluative educational website written summaries and syntheses, students will make informed decisions about prospects for the future of Africa, the likely impact of globalization on Africa and the impact of the World Trade Agreement on African development, after examining the above-listed texts.

- 8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

**Please submit all materials in electronic form.**

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### Action of the Department/College

#### 1. Department

Vote of department faculty: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Department Head \_\_\_\_\_ Date

#### 2. College

\_\_\_\_\_  
College Dean \_\_\_\_\_ Date

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### Action of General Education Advisory Committee

Vote of General Education Committee: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Chairperson, General Education Advisory Committee \_\_\_\_\_ Date

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### Approval

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum \_\_\_\_\_ Date