

**Academic Policies and Procedures Committees
PROPOSAL FORM -- Part A**

Graduate AP&P

Undergraduate AP&P

Both (Dual-Listed Courses)
Submit simultaneously

<input type="checkbox"/> ADD (Part A & B required) <input type="checkbox"/> DELETE <input type="checkbox"/> CHANGE	Department/Program Proposal # _____ Proposed Effective Date (semester/year) _____
--------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

College/School: _____ Dean: _____

Department/Program: _____ Dept. Chair/Prog. Dir: _____

1. Briefly describe the action(s) requested:

2. Rationale for this request:

3. Required catalog copy and attachments (attach separate sheet if text does not fit) :

a. CURRENT and PROPOSED For dual-listed courses, list both undergraduate and graduate catalog copy.

CURRENT:

PROPOSED:

b. SYLLABI are required when adding or making significant changes to courses. *If requesting a new dual-listing, attach undergraduate and graduate syllabi.*

c. PROGRAMS OF STUDY and CATALOG COPY with tracked changes are required for undergraduate or graduate degree changes.

AP&P PROPOSAL FORM -- Part A (continued)

4. List the committees, councils, and other groups that have considered this proposal; the action taken; and the date that action was taken.

Area	Action			Date of Action m/d/yyyy
	approved	not approved	not applicable	
Department/Program Curriculum Committee				
Department/Program Faculty				
College Council(s)				
General Education Council				
Teacher Education Council				
Honors Council				
Undergraduate Academic Policies & Procedures Committee				
Graduate Academic Policies & Procedures Committee				

5. Have the Registrar's Office, Graduate School (if applicable), and all affected department chairs/program directors been consulted in the development of this proposal? yes ___ no ___ *If yes, list the date(s), person(s) contacted including title, department/program, and their response(s) in support or opposition to this proposal:*

6. a. Are there any existing programs or courses that will be curtailed or discontinued as a result of the proposed new program or course? yes ___ no ___ n/a ___ *(If yes, list those courses or programs:)*

b. Are there courses from other departments that may cover or partially cover the subject matter of the proposed new course? yes ___ no ___ n/a ___ *(If yes, list course numbers and titles:)*

c. Is this a cross-listed course in another department? yes ___ no ___ n/a ___ *(If yes, list the cross-listed courses:)*

d. Is this a General Education course? yes ___ no ___ n/a ___ *(If requesting new general education credit, attach a syllabus and submit Part C of the AP&P proposal form to the Office of General Education)*

e. Is this a Core Curriculum/Special Designator course? yes ___ no ___ n/a ___ *(If requesting new core/designator credit for continuing students in the old core curriculum, either include here or attach appropriate rationale and justification)*

7. Distance Education:

a. Is this program being offered through Distance Education? yes ___ no ___ If yes, has Distance Education been consulted? yes ___ no ___ *If yes, list the date(s), Distance Ed contact person, and their response in support or opposition to this proposal:*

b. Mode of delivery: fully online ___ site-based ___
If you are not sure, contact the Office of Distance Education.

8. Schedule Type for new courses:

**Academic Policies and Procedures Committees
PROPOSAL FORM -- Part B (For additions only)**

CHOOSE ONE:

Course ___ Certificate ___ Concentration ___ Minor ___ Degree ___

1. If this is a new course, has it been offered as Selected Topics in the last five years? If so, how often and what were the enrollments each semester it was offered?

2. Projected enrollment: 1st year _____ 2nd year _____
3. Projected student clientele:

4. Faculty:
 - a. Additional faculty needed:

 - b. Names of current faculty qualified to teach the course:

 - c. Other and continuing responsibilities of current faculty involved in new degree or course:

5. For a new degree or certificate program, give the career and/or graduate education opportunities available to students in this program:

6. List estimated costs of the new program or course that cannot be covered by the present budget:

7. Has the Library Collection Development Office been consulted? yes___ no___
If yes, list the date(s) and person(s) contacted and their response(s):

8. Resource responsibilities: Has (have) the appropriate dean(s) been consulted in the development of this proposal?
yes___ no___ *If yes, list the date(s), name(s) and title(s) of person(s) contacted, and their response(s) in support or opposition to this proposal:*

IDS 3330. Introduction to Africana Studies (3).F.

This course offers students the opportunity to examine the complex historical, social, political, and cultural issues of peoples of Africa and the African Diaspora. Central themes of this multi-disciplinary course include examinations of pre-colonial African societies, slavery in the Atlantic Basin and in the New World, the evolution of race and racism, and African influences in communities outside of the continent. This course is the required introductory course for the Africana Studies Minor. (Same as HIS 3330.)

HIS 3330. Introduction to Africana Studies (3).F.

This course offers students the opportunity to examine the complex historical, social, political, and cultural issues of peoples of Africa and the African Diaspora. Central themes of this multi-disciplinary course include examinations of pre-colonial African societies, slavery in the Atlantic Basin and in the New World, the evolution of race and racism, and African influences in communities outside of the continent. This course is the required introductory course for the Africana Studies Minor. (Same as IDS 3330.)

SAMPLE

APPALACHIAN STATE UNIVERSITY
Department of History

History 3548 101 – ID 3530 101
Introduction to Africana Studies
TR 9:30-10:45
BH 1120
Fall 2014

Dr. A.T. Bly
Ofc hrs: M 1-2 PM; TH 2-3PM (OBA)
email: blyat@appstate.edu
Phone: 828-262-6026
Office #: BH 1014

The Afro-Atlantic World:
Introduction to Africana Studies

I Course Description:

This course offers students the opportunity to examine the complex historical, social, political, and cultural issues of peoples of Africa and the African Diaspora. Central themes of this multi-disciplinary course include examinations of pre-colonial African societies, slavery in the Atlantic Basin and in the New World, the evolution of race and racism, and African influences in communities outside of the continent. This course is the gateway course for the Africana Studies Minor. It is also any regional designator.

II Required Readings:

Texts:

1. Mario Azevedo., ed. *Africana Studies: A Survey of Africa and the African Diaspora*.
2. Donald Bogle. *Toms, Coons, Mulattoes, Mammies, and Bucks: An Interpretive History of Blacks in American Films*.
3. Robert Farris Thompson, *Flash of the Spirit: African & Afro-American Art & Philosophy*.
4. Joseph M. Murphy, *Working the Spirit: Ceremonies of the African Diaspora*.

Documentaries*:

1. Africa (Percival, Ralling, Harries, and Csaky, 1984).
2. Black in Latin America (Gates 2011)

Theatrical Films*:

1. Birth of a Nation (Griffith 1915).
2. Mandela: Long Walk to Freedom (Chadwick 2013).
3. Belle (Asante 2013).
4. The Serpent in the Rainbow (Craven 1988).
5. Venus Noire (Kechiche 2010)

*NOTE: All multi-media materials and reserved readings [RES] are posted on posted on the AsUlearn link for this course. All copyrighted materials are to be used only for this course.

III Course Structure & Assignments:

Class Format: This course is part survey and part 3000 level course. In short, it is a hybrid. In terms of structure, it is a series of discussions drawn on the assigned reading and video materials. Occasionally, there will also be lectures to contextualize the materials.

Participation: This class is not for wallflowers. Participation will count as 50% of the final grade. My suggestion to you, speak and make yourself known, understanding of course that non-substantive comments or argumentative statements without an end are of little to no value. In determining participation there will be a number of class assignments and quizzes.

Attendance Policy: Good attendance is vital to your success in any course. Attendance is mandatory and will be taken at the beginning of every class. It will count for 20 per cent of the final grade. 10 points will be deducted from your attendance grade (everyone starts at 100) for every absence after two. Also, per the University's policy on attendance, students who do not attend the first two meetings of class will be dropped. Note: nine absences will result in automatic failing grade for the course.

Reading Assignments: Each student is expected to follow the schedule in this syllabus for reading and video materials. ONLINE SESSION WILL NOT MEET IN CLASS. Instead, use time to complete readings and other assigned materials. Assigned materials should be done by the date they are listed. All reserved materials are posted on the AsULearn link for this course. I strongly encourage you to begin reading and viewing beforehand: ASAP!

Writing Assignments: There will be 1 writing assignment for this course.

1. The writing assignment is a 5 page critical film review of three of the assigned theatrical films; specifically, Belle, Mandela: The Long Walk to Freedom, and the Serpent in the Rainbow. In addition to critically analyzing the film, these critical reviews should synthesize or incorporate the readings and other materials used for the class. Additional instructions will be provided by the instructor.

IV Class Etiquette:

Being late: Tardiness is not acceptable. I will be there; you should also. Three tardies will count as one absence. Excuses are not required.

Food & Beverages: None is allowed. This is a classroom, not a dining hall.

Noise: Noise and other disruptions are unacceptable and can result in a student's removal from the class. This includes noises from any other kind of electronic devices. I recommend that you turn it all off before entering class.

Recorders: Unless given permission, no audio and/or video (image) recording devices are allowed in the class.

Dilatory Work: Late assignments will not be accepted!

Decorum: At all times, we will treat one another as we would like to be treated. In short, rude and disrespectful behavior will not be tolerated and can result in a student being asked to leave. Also, see the "Things NOT to Say" section of the syllabus.

To get lost is to learn the way
-African Proverb.

Paper Return Policy: After papers have been returned, take 24 hours before scheduling an appointment.

Grievances: In the event of a grievance, I require *formal written notice* (email will suffice) and at least 24 hours before making an appointment.

Academic Integrity Code: “As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: www.studentconduct.appstate.edu.”

Accommodations: “Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at <http://www.ods.appstate.edu/> or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.”

Statement on Student Engagement with Courses: “In its mission statement, Appalachian State University aims at “providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.”

V **Extra Credit:**

Electric Freaky Blues is a jam-festival (done during the spring semester), featuring an original and strange brew of ASU student-faculty music. It is a 100 per cent non-profit event. As the annual event organizer, I collect can and/or dry food goods each year for the event which benefits the Hunger and Health Coalition, serving Ashe, Avery, and Watauga counties. For extra credit, I invite you to give 10 can food items or dry food goods. Those who elect to give will receive half a letter grade (5 points) to their lowest critical film reviews. *Extra credit is optional!*

VI **Final Grade:**

The final grade will be based on the criteria below. Note: if an assignment is not turned in, the student will automatically fail, regardless of the student’s grade average. Zeroes are not grades

Class Participation	50%
Attendance	20%
Critical Film Review	30%

We are that people whose subtle sense of song has given America its only American music, its only American fairy tales, its only touch of pathos and humor amid its mad money-getting plutocracy.

-W.E.B. DuBois

VII Grading Scale:

The grading scale for this course is as follows:

A	(94 or higher)	A-	(90-93)		
B+	(87-89)	B	(83-86)	B-	(80-82)
C+	(77-79)	C	(73-76)	C-	(70-72)
D+	(67-69)	D	(60-66)		
F	(0-59)				



All grades will be posted on AsULearn so students can follow their progress.

Things NOT To Say To Your Professor BROADSIDE; OR, SHORT DISCOURSE

1. Do not address your Instructor (TAs included) in the familiar or slang terminology – “Yo,” “Dude,” “Man,” “Bro,” “Hey,” etc. Some instructors may invite you to address them by their first names, but do not assume that for all. When in doubt of the instructor's rank, always use “Professor.”
2. When using e-mail, remember the above and use proper salutation. Also sign your full name to correspondence.
3. “I pay your salary” and its cousin “I paid to be here.”
4. “You (the instructor) gave me (whatever grade).” Grades are earned by the student. Instructors simply record what the students have achieved.
5. “Do we have to read all this?” If assigned, you are required to complete it.
6. “Will this be on the test?” Assume everything is testable and prepare accordingly
7. “Where are we in the text? Or Did I miss anything important?” Your syllabus addresses the week's assignments. Keep it with you. Additionally, make acquaintances in each class that you can contact for missed material. Do not expect the instructor to re-teach the material during office hours.
8. “What is the point of this? Or why do we have to do this? Or this is too much work or this is too hard.” If enrolled in the class you have accepted the terms of the instructor. Should you decide the class is not for you, drop the class. No discussion is necessary.
9. “I do not think this (assignment, grade, etc.) is fair.” See #4 and #8.
10. “What is my grade?” Most instructors have grading scales in the syllabus. Collect and keep all graded papers and monitor your own progress.
11. Do not approach a professor in anger or use combative language. “Tart words make no friends. A spoonful of honey will catch more flies than a gallon of vinegar.” Benjamin Franklin. Allow time to cool off, reflect and organize your thoughts. Know precisely what you want to say and what remedy you seek. Be forewarned-grades are not changed-unless a numerical error has occurred. Also remember that grades on written assignments are subjective, based on the instructor's guidelines and expectations for content.
12. Any phrase followed by “but” proves the previous statement. For example: “I mean no disrespect, but . . .”; “Please don't take this the wrong way, but . . .”; “I don't mean to hurt your feelings, but . . .”
13. “I didn't know or I didn't remember or I didn't understand . . .” See #4 and #7. This does not preclude seeking a professor's insight on assignments during their office hours.
14. “I didn't have to do this in Professor So'n'so's class or at another school.” See #8.
15. Do not threaten a professor with seeing the Department Chair or Dean. As an adult, you are responsible for working out problems. Before going up the chain, be sure all avenues with the professor have been fully explored. In 90% of cases the Dean will side with the instructor.
16. “Profanity is the sign of a weak mind trying to express itself forcefully.”
17. “I have other classes...” Instead of demonstrating your commitment to yourself and your education, this comment emphasizes just the opposite.

Schedule*

Week 1

Aug 19

Review Syllabus
Introductions

Aug 21

Week 2

Aug 26

State of the Art

Readings:

1. Mario Azevedo, ed., *Africana Studies: A Survey of Africa and the African Diaspora*, Chapters 1—2

Videos:

1. Africa – Video 1 – Different But Equal [RES].
2. Africa – Video 2 – Mastering a Continent [RES].

Aug 28

Online Session

Readings:

1. Mario Azevedo, ed., *Africana Studies: A Survey of Africa and the African Diaspora*, Chapters 3—10

Videos:

1. Africa – Video 3 – Caravans of Gold [RES].
2. Africa – Video 5 – The Bible and the Gun [RES].
3. Africa – Video 6 – The Magnificent African Cake [RES].
4. Africa – Video 7 – The Rise of Nationalism [RES].

Week 3

Sept 2

A History of Africa and the Diaspora

Sept 4

NO CLASS - CONVOCATION

Week 4

Sept 9

A History of Africa and the Diaspora (cont.)

Sept 11



Week 5

Sept 16 A History of Africa and the Diaspora (cont.)

Sept 18 Online Session

Readings:

1. Donald Bogle. *Toms, Coons, Mulattoes, Mammies, and Bucks* (all)
2. Mario Azevedo, ed., *Africana Studies: A Survey of Africa and the African Diaspora*, Chapter 19

Video:

1. Birth of a Nation [RES].
2. The Sara Bartman Story [RES]
3. Belle [RES]

Week 6

Sept 23 Africa, the Diaspora, and the Western Cinema

Sept 24 Before the Minstrel, Before the Stereotype

Week 7

Belle Review Due Tuesday

Sept 30 Naming and Race in the Diaspora

Readings:

1. Mario Azevedo, ed., *Africana Studies: A Survey of Africa and the African Diaspora*, Chapters 11-14

Videos:

1. Black in Latin America - Brazil [RES].
2. Black in Latin America - Haiti [RES].
3. Black in Latin America - Cuba [RES].
4. Black in Latin America - Mexico [RES].

Oct 2

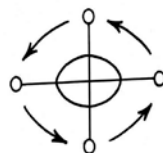
Week 8

Oct 7 Online Session

Readings:

1. Mario Azevedo, ed., *Africana Studies: A Survey of Africa and the African Diaspora*, Chapters 15-18.
2. Space Traders [RES]

Oct 9 Contributions of the Afro-Atlantic World



Week 9

Oct 14 Traditionalism, Islam, and Christianity

Readings:

Mario Azevedo, ed., *Africana Studies: A Survey of Africa and the African Diaspora*, Chapters 20-27

Oct 16 NO CLASS – UNIVERSITY BREAK

Week 10

Oct 21 Afro-Atlantic Religion and Philosophy

Readings:

1. Joseph M. Murphy, *Working the Spirit* (all)

Videos:

1. Voodoo Secret [RES]
2. Bahia Africa in the Americas [RES]
3. The King Does Not Lie [RES].

Oct 23

Week 11

Oct 28

Oct 30 Online Session

Reading:

1. Robert Farris Thompson, *Flash of the Spirit African: & Afro-American Art & Philosophy* (all)

Video:

1. The Serpent in the Rainbow [RES]

Week 12

Nov 4

Bidimbu

Serpent in the Rainbow Review Due Tuesday

Nov 6

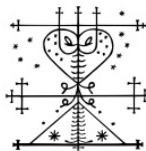
Week 13

Nov 11

Video:

Mandela: Long Walk to Freedom [RES].

Nov 13



Week 14

Nov 18

Nov 20

Mandela Review Due Tuesday

Week 15

Nov 25-27

NO CLASS – STATE HOLIDAY

Week 16

Dec 2

TBA

Dec 4

TBA

DECEMBER 5 LAST DAY OF FORMAL CLASS MEETING

Week 17

Monday 8, 2014 12noon -2:30 PM

SAMPLE

*THIS SYLLABUS IS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. Also, it is the policy of Appalachian State University that class attendance is an important part of a student's educational experience. Students are expected to attend every meeting of their classes and are responsible for class attendance. Since attendance policies vary from professor to professor, students should refer to the course syllabus for detailed information. Regardless of what reasons there may be for absence, students are accountable for all academic activities, and faculty may require special work or tests to make up for the missed class or

classes.

SAMPLE