

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

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| Form ID CCOREFORM1211517710001 | Version No. 8.001 | Created by Salas,Brenda |
| Created on 2021-03-12T13:47:45 | Last Updated on 2021-03-12T13:56:25 | Status Updated on 2021-04-22T12:10:52 |
| Current Status Approved | Course Selected: Subject AFST (AFST - Africana Studies) Catalog Nbr 101 | |

| Course Revision & College | |
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| Form Submission Initial Submission | College Queens College |

| Course Data | | |
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| Course ID 003150 | Subject AFST (AFST - Africana Studies) | Catalog Nbr 101 |
| Catalog Status Approved | Contact Hours 3 | No. of Credits 3 |
| CourseTitle Survey of African Civilization I | | |
| Course Description An interdisciplinary survey of African civilization from the earliest times to the sixteenth century. The course will focus on the origins and development of civilization in Africa (Egyptian, Sudanic, Ethiopic, Malian, Ghanaian, Songhai, Zimbabwean, etc.). | | |
| Department Africana Studies | | |
| Pre-Requisites/Co-Requisites | | |

| Course Syllabus [Attachment Filename(s)] |
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| AFST_101_Syllabus.doc |

| Location(Required or Flexible) and Learning Outcomes | |
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| REQUIRED | FLEXIBLE |
| English Composition <input checked="" type="checkbox"/> | World Cultures & Global Issues |
| Math & Quantitative Reasoning | US Experience in its Diversity |
| Life and Physical Sciences | Creative Expression |

Individual and Society

Scientific World

| Learning Outcomes: Questions | Learning Outcomes: Responses |
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| <p>* 1. Gather, interpret, and assess information from a variety of sources and points of view.</p> | <p>Students will use course textbooks, supplementary reading materials, and documentary films from a variety of scholars to develop an understanding of Africa and its people. They will analyze materials, engage in group discussions; using information learned to support their views and positions during class meetings, and on course assessments (quizzes and exams).</p> |
| <p>* 2. Evaluate evidence and arguments critically or analytically.</p> | <p>Assigned readings for the course were selected based on the presentation of information that depicts Africa's contributions to world cultures. Students and the instructor will discuss and analyze the difference(s) between literature and documentary films viewed that highlight Africa's culture and regional history prior to colonization, and literature and documentary films that deny the presence of a history and culture prior to colonization. The discussion and analysis will help students develop a nuanced understanding of the concept race ? social and cultural ? to develop an understanding how it has shaped the social construct of race. Students will complete a research paper that requires evaluation of secondary source material and developing an argument that supports their thesis.</p> |
| <p>* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.</p> | <p>Students are required to complete quizzes (3), exams (2), and a research paper. In completing assignments, they will analyze literature and documentary film to build support for the position taken responding to question(s) posed on quizzes and exams. For the research paper students will select a research topic, develop a thesis, and select and analyze relevant sources to write a paper.</p> |
| <p>4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</p> | <p>Students will learn about the people, customs, culture and traditions of Africans using historical methods and analysis of primary and secondary source materials to develop, understand and craft narratives related to the continent.</p> |
| <p>5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</p> | |

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| <p>6. Analyze the historical development of one or more non-U.S. societies.</p> | <p>Students will study and analyze the development of several countries, empires, tribes, and civilizations on the continent such as Egypt, Sudan, Ethiopia, Ghana, Mali, and Zimbabwe.</p> |
| <p>7. Analyze the significance of one or more major movements that have shaped the world's societies.</p> | |
| <p>8. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</p> | <p>Students will be able to compare and contrast the similarities and differences among African cultures and practices in the countries being studied - Egypt, Sudan, Ethiopia, Ghana, Mali, and Zimbabwe.</p> |
| <p>9. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</p> | |
| <p>A. If there is a change to the course title, what is the new course title?</p> | |
| <p>B. If there is a change to the course description, what is the new course description?</p> | |
| <p>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</p> | |

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| <p>Chair (Approver) Comments</p> |
| <p>Comments Meets SLOs.</p> |