

LANEY COLLEGE COURSE OUTLINE

COLLEGE:		STATE APPROVAL DATE:	02/16/2018
ORIGINATOR:	Alicia Christenson	STATE CONTROL NUMBER:	CCC00058 9893
		BOARD OF TRUSTEES APPROVAL DATE:	01/23/2018
		CURRICULUM COMMITTEE APPROVAL DATE:	11/03/2017
		CURRENT EFFECTIVE DATE:	06/18/2018

DIVISION/DEPARTMENT:

1. REQUESTED CREDIT CLASSIFICATION:

Credit - Degree Applicable
Course is not a basic skills course.
Program Applicable

2. DEPT/COURSE NO:

AFRAM 018

3. COURSE TITLE:

African Heritage of Latin America

4. COURSE: Laney New Course

TOP NO. 2203.00

5. UNITS: 3.000

HRS/WK LEC: 3.00 Total: 52.50

HRS/WK LAB:

HRS/WK TBA:

6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT: 40.00

7. JUSTIFICATION FOR COURSE:

The course explores the African cultural and historical heritage that exists in Latin American countries and the Caribbean due to the history of slavery and colonization. It offers students the ability to examine the transformation and retention of culture over centuries and through traumatic periods in history. Importantly, students will gain an increased global awareness of the shaping of the African Diaspora, both past and present.

8. COURSE/CATALOG DESCRIPTION

Survey of the influence of African people throughout Latin America: Culture; music, language, religion and dance; examination of slavery, colonialism, resistance and independence movements in the region.

a. Not open for credit to students who have completed or are currently enrolled in M/LAT 032

9. OTHER CATALOG INFORMATION

a. Modular: No If yes, how many modules:

b. Open entry/open exit: No

c. Grading Policy: Letter Grade Only

d. Eligible for credit by Exam: No

e. Repeatable according to state guidelines: No

f. Required for degree/certificate (specify):

Chicana/o and Latina/o Studies

g. Meets GE/Transfer requirements (specify):

Acceptable for credit: CSU and UC

h. C-ID Number: Expiration Date:

i. Are there prerequisites/corequisites/recommended preparation for this course? No

j. Acceptable for Credit: CSU/UC

- 10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS):** (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Examine the African Centered approach to studying history and culture.
2. Compare and contrast the African experience in various parts of Latin America.
3. Compare and contrast the enslavement of Africans by European colonizers in Latin America.
4. Examine and apply theories of cultural retention and survivability.
5. Apply social science methods of observation and investigation.
6. Examine forms of individual, community, and mass resistance/revolution by African people in Latin America.
7. Explore colonial and neo-colonial theory as related to Africans in Latin America.
8. Compare and contrast independence movements in Latin America and African participation in those movements.
9. Analyze the current conditions and geo-political forces facing today's African communities in Latin America.

- 11A. COURSE CONTENT:** List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

LECTURE CONTENT: List Percents

1. African methodological frameworks: An African centered approach to know Africa in the Americas. 6%
2. The European enslavement of African people in Latin America: The Spanish, Portuguese, French and English Colonial Enterprise—its similarities and differences. 6%
3. Musicians and Music as a form of Cultural Resistance and the Preservation of African Consciousness in the Americas: Drums, Spirituality and Memory Preservation. 6%
4. African spirituality in the Diaspora: From Yoruba to Santeria 6%
5. Comparisons and connections in the Caribbean Region and Basin Regarding Resistance in : Haiti, Jamaica and Cuba and the French Guyana, Venezuela, (Cumbes). 6%
6. The Haitian revolution: its impact on slavery on the Americas, including the 13 British Colonies. 6%
7. Brazil: Resistance and renewal via permanent African Insurrection: Quilombo Das Palmares in Pernanbuco and the The Malê Revolt in Bahia. 6%
8. Mexico and Central America: The mixing of Cultures and the Leadership of the Afro-Mexican founding fathers: Morelos Insurrection 6%
9. The Southern Cone and the Afro-Andinos: Negations of Legacy and Appropriation of Cultural Heritage: Argentina, Uruguay, Chile and Bolivia. 6%
10. Peru: The new Brazil? Susan Vaca, “Peru Negro” and New Protagonism of Afro-Peruvian. 6%
11. Peru: The new Brazil? 6%
12. African participation in movements for national independence: Cuba and Ecuador. 6%
13. New Process of Colonization in the New Processes of Globalization: The roles of international lenders and Latin America: Examining the IMF and World Bank. 6%

14. U.S. foreign policy and Latin America regarding Afro-Latin Americans. 6%

16. Current conditions of Resistance and Renewal: Terreiros, Quilombos and Quilombismo in the Present and new Brazilian landscape. 5%

17. The Paradigmatic Present Case: Affirmative Action in Brazil, its history its eruption and its contribution and repercussions to a Afro-Pan-American possibility of liberation. 11%

11B. LAB CONTENT:

N/A

12. METHODS OF INSTRUCTION (List methods used to present course content.)

1. Field Experience
2. Lecture
3. Projects
4. Visiting Lecturers
5. Other (Specify)
6. Discussion
7. Distance Education

Other Methods:

Documentary viewing Class discussion on readings Applied methodology in field studies

13. ASSIGNMENTS: 6.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments:

1. Assigned text readings.
2. Preparation for oral presentation.
3. Weekly journal critiquing course readings.
4. Observational journal.
5. Term research paper (includes extensive library research).
6. Essay exams
7. Web Research

ASSIGNMENTS ARE: (See definition of college level):

Primarily College Level

14. STUDENT ASSESSMENT: (Grades are based on):

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

MULTIPLE CHOICE

OTHER (Describe):

Term paper, journals, oral presentation.

15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

Darin Davis. 2006. *Beyond Slavery: The Multilayered Legacy of Africans in Latin America and the Caribbean* 1st. The University of North Carolina Press

Rationale: Our faculty continually examine new texts as they become available. It is our collective opinion that "Beyond Slavery: The Multilayered Legacy of Africans in Latin America and the Caribbean" is the most appropriate for our class. Its pedagogy is up to date.

Eduardo Galeano. 1997. *Open Veins of Latin America* 25th Anv Edition. Monthly Review Press

Rationale: Our faculty continually examine new texts as they become available. It is our collective opinion that "Open Veins of Latin America? is the most appropriate for our class. Its pedagogy is up to date.

Eric Eustace Williams. 1984. *From Columbus to Castro: The History of the Caribbean 1492-1969* 1st . Vintage

Rationale: Our faculty continually examine new texts as they become available. It is our collective opinion that "From Columbus to Castro: The History of the Caribbean 1492-1969" is the most appropriate for our class. Its pedagogy is up to date.

George Andrews. 2016. *Afro-Latin America 1800-2000* 1st. Harvard University Press

Rationale: -

George Reid Andrews. 2010. *Blackness in the White Nation: A History of Afro-Uruguay* 1st. The University of North Carolina Press

Rationale: Our faculty continually examine new texts as they become available. It is our collective opinion that "Blackness in the White Nation: A History of Afro-Uruguay" is the most appropriate for our class. Its pedagogy is up to date.

Herbert Klein and Ben Vinson. 2007. *African Slavery in Latin America and the Caribbean* Second Edition. Oxford University Press

Rationale: Our faculty continually examine new texts as they become available. It is our collective opinion that "African Slavery in Latin America and the Caribbean" is the most appropriate for our class. It is an important book in the field of Afro-Latino Diaspora studies.

Jean Muteba Rahier. 2014. *Blackness in the Andes: Ethnographic Vignettes of Cultural Politics in the Time of Multiculturalism* 1st edition . Palgrave Macmillan

Luis Martin Valdiviezo-Arista. 2012. *Afro-Peruvian Critical Perspectives of Intercultural Education Policy: Addressing the Paradoxes of a 'Mestizo' State* 1st. Lambert Academic Publishing

Rationale: Our faculty continually examine new texts as they become available. It is our collective opinion that "Afro-Peruvian Critical Perspectives of Intercultural Education Policy: Addressing the Paradoxes of a 'Mestizo' State" is the most appropriate for our class. It is an important book in the field of Afro-Latinx Studies.

Marvin A. Lewis. 1995. *Afro-Argentine Discourse: Another Dimension of the Black Diaspora* First . University of Missouri Press

Rationale: Our faculty continually examine new texts as they become available. It is our collective opinion that "Afro-Argentine Discourse: Another Dimension of the Black Diaspora" is the most appropriate for our class. Its pedagogy is up to date.

Vega, M., Marta. 2012. *Women Warriors of the Afro-Latina Diaspora* 1st. Arte Publico Pr

Rationale: Our faculty continually examine new texts as they become available. It is our collective opinion that "Women Warriors of the Afro-Latina Diaspora" is the most appropriate for our class. It is an important book in the field of Afro-Latina Diaspora studies.

Films: Carlos Diegues: "Quilombo" 1984 Gillo Pontecorvo Burn! / Queimada 1969

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? Yes

Are nonprint materials adequate? Yes

Are electronic/online resources available? Yes

Are services adequate? Yes

Specific materials and/or services needed have been identified and discussed. Librarian comments: Please provide a list of recent, recommended supplementary (non-textbook) titles to the acquisitions librarian.

C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

16. DESIGNATE OCCUPATIONAL CODE:

E - Non-Occupational

17. LEVEL BELOW TRANSFER:

Y = Not Applicable

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued." Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

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STUDENT LEARNING OUTCOMES

1. **Outcome:** Examine the history of African people in Latin America.
Assessment: exam
2. **Outcome:** Analyze the role of race in Latin America with an emphasis on Black identity and experience.
Assessment: essay
3. **Outcome:** Compare and contrast the present day Afro-Latin communities.
Assessment: student project; essay; class presentations
4. **Outcome:** Analyze the role of African people in the independence and abolitionist movements of Latin America
Assessment: student project, written exercise

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