

Eastern Illinois University
New Course Proposal
AFR 3150, Women and Development in Africa

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** AFR 3150.
2. **Title (may not exceed 30 characters, including spaces):** Women & Development in Africa.
3. **Long title, if any (may not exceed 100 characters, including spaces):** Women and Development in Africa.
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:** 2012

7. **Course description (not to exceed four lines):**

This course will expose students to the existing paradigms on women within Africa. Factors and forces mitigating for and against women such as colonialism, capitalism, patriarchy, religion, education and culture will be explored. Challenges and tasks women face in the process of industrialization and modernization will be assessed and analyzed.

8. **Registration restrictions:**

a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

None.

b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Students will be required to take AFR 2500: Introduction to Research Methods in Africana Studies or equivalent before taking this course.

c. **Who can waive the prerequisite(s)?**

No one Chair Instructor Advisor Other (Please specify)

d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

None.

e. **Repeat status:** Course may not be repeated.

Course may be repeated to a maximum of _____ hours or _____ times.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

None.

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

None.

- 9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
Writing Intensive.
- 10. Grading methods** (check all that apply): Standard letter C/NC Audit ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
- 11. Instructional delivery method:** lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students will:

1. Evaluate women’s roles and status in African societies.
2. Examine gender inequality in the context of non-western societies.
3. Analyze gender in the context of Africa’s economic development.
4. Analyze how social institutions enhance one’s understanding of human behavior.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

Not Applicable.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

Not Applicable.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives: Assignments will consist of: 1. Research Paper: Students will be required to write a fifteen page (double space) paper on the role women play in African development. The paper should address issues that hinder women’s participation as full citizens in the development process such as lack of education, inadequate political participation, societal discrimination and patriarchy etc 2. Case Study: Students will be expected to conduct a case study of a development project currently on-going in an African country of your choice. Examine whether women’s issues or gender mainstreaming is addressed in the project design/implementation. Suggest ways to include women’s concerns in the project (fifteen pages) 3. Examinations: There will be two

examinations, a mid-term and a final 4. Class Presentations: The case study and research paper will be presented in class.

3. Explain how the instructor will determine students' grades for the course:

| | Research Paper | Case Study | Examinations | Class Presentations |
|-------------|----------------|------------|--------------|---------------------|
| Objective 1 | X | X | X | X |
| Objective 2 | X | X | X | X |
| Objective 3 | X | X | X | X |
| Objective 4 | X | X | X | X |

Student's final grade will be determined as follows:

Research paper 30%

Case Study 30%

Mid-Term 15%

Final Examination 15%

Class Presentation 10%

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
 - b. Describe how the integrity of student work will be assured:**
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

Not Applicable.

- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
- a. course objectives;**
 - b. projects that require application and analysis of the course content; and**
 - c. Separate methods of evaluation for undergraduate and graduate students.**

Not Applicable.

- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

This is a writing intensive course. Writing will constitute more than 35% of the final grade. Students will have the opportunity to revise at least one writing assignment.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Class will meet once a week for 2hours 30 minutes.

Weekly Outline:

Week 1:

1. Introduction and course overview
2. Women and change in society

Week 2:

1. Definitions of basic concepts of development
2. Male Dominance: Myth or Reality?

Week 3:Part 1

1. Why women? Women, Colonialism and Development (gender as a critical variable)
2. Towards a theory of gender stratification

Film: Global Assembly Line

Week 4: Part 2

1. Why Women? Women, Colonialism and Development (gender as a critical variable)
2. Towards a theory of gender stratification

Week 5:

1. Defining African Women
2. Family Status and Religion

Week 6: Part 1

1. Gender and Education
2. Agents in Women's Education

Week 7: Part 2

1. Gender and Education
2. Agents in Women's Education

Week 8: Part 1

1. The Gender Question

Week 9: Part 2

1. The Gender Question

Week 10:

1. Non Formal Education
2. Pre-colonial Education and Non-Formal Education
3. Who are African Women?

Week 11:

1. Categorizing Theories about Women
2. Feminism
3. Africana Womanism

Week 12:

1. African Feminism
2. Black Feminism
3. Models of Womanhood

Week 13:

Class Presentations

Week 14:

Class Presentations

Week 15:

Class Presentations

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

Even though there is a Women Studies Program at EIU, there is no course that focuses exclusively on black women. This course will therefore fill that void and also add to the gender concentration area of the revised curriculum.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

Not Applicable.

- b. If the course or some sections of the course may be technology delivered, explain why.**

Not Applicable.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The course provides an intermediate 3000 level study for students. Students will be required to take AFR 2500: Introduction to Research Methods in Africana Studies or equivalent before taking this course.

3. If the course is similar to an existing course or courses, justify its development and offering.

This course is not similar to any course being offered.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

N/A

- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

The course will be used as an approved elective for Africana Studies Program majors and minors.

- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

Not Applicable.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Dr. Onyango or any qualified faculty member.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Not Applicable.

2. Additional costs to students:

There are no additional costs to students.

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Suggested Texts:

Bloch, M; Beoku-Betts, J.A; Tabachnick, B.R, Women and Education in Sub-Saharan Africa: Power, Opportunities and Constraints (Boulder: Lynne Rienner Publishers, 1998).

Scott, C.V, Gender and Development (Boulder: Lynne Reiner Publishers, 1995).

Nitri, Daphne Williams (ed.), One is not a Woman, One Becomes: The African Woman in a Transitional Society (Troy: MI. Bedford Publishers, 1983).

Oyeronke Oyewumi (ed.), African Gender Studies (NY: Palgrave Macmillan, 2005).

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

Not Applicable.

PART VII: APPROVALS

Date approved by the department or school: 10-20-10

Date approved by the college curriculum committee: 11-17-10

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: 03-03-11

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counscr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

581-2412

**Disability
Services**

<http://www.eiu.edu/~disabty/>

581-6583