**UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG**  
**UNDERGRADUATE CURRICULUM CHANGE REQUEST**

Submit this form and related documents to the UGC on the 15th of the month preceding the UGC meeting.

**Date Submitted:** October 15, 2010

**Date Change is Requested to become Active:** Fall 2011

**Contact Name and E-Mail:** Kathryn JW Arthur kjarthur@mail.usf.edu

This change is for a:

- [ ] CHG TO ACADEMIC POLICY  
- [ ] NEW COURSE PROP  
- [ ] SUBSTANTIVE CHG  
- [X] NON-SUBSTANTIVE CHG

Have the changes been entered online? [ ] YES [X] NO  
Check all that apply:

- [ ] Change to Course Title  
- [ ] Change to Course Number  
- [ ] Change to Prerequisites  
- [X] Addition of New Course(s)  
- [ ] Deletion of Existing Course(s)  
- [ ] Change to Catalogue Description  
- [ ] Change to Admission Requirements  
- [ ] Suspension of Program  
- [ ] Addition of Track/Concentration/Emphasis  
- [ ] Change to Track/Concentration/Emphasis  
- [ ] Addition of Program  
- [ ] Change to Program  
- [ ] Deletion of Program  
- [ ] Reinstatement of Program  
- [ ] Other

Do the above changes mirror changes to the USF Tampa program? [X] YES [ ] NO

**Description of Change (Attach supporting documents if necessary):**

This is a request to add a new and unique course to the USFSP anthropology program. The History and Archaeology of the African Diaspora has been taught here as ANT 4930 special topics. This course is not taught at USF Tampa nor is it taught anywhere in the state. It does not simply fall under Anthropology of the Diaspora or the African Diaspora, which historically are cultural courses. I have taught this course 3 times (2004, 2005, 2007). We wish to provide a specific designated number to the course, as I have taught it under ANT 4930.

**Impact on College and University Resources:** None

<table>
<thead>
<tr>
<th>APPROVALS (IF DISAPPROVE, NOTE AND ATTACH COMMENTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE / PRINT NAME</strong></td>
</tr>
<tr>
<td>Chair, College UGC Committee</td>
</tr>
<tr>
<td>College Dean</td>
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<tr>
<td>Chair, USFSP UGC Committee</td>
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<tr>
<td>USFSP Regional V.C. Academic Affairs</td>
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</tbody>
</table>

CC. College Curriculum Committee / USFSP Graduate Curriculum Council/ Office of Academic Affairs  
For questions, contact Jennifer Baker at jbaker@stpt.usf.edu or 727-873-4469.
USF St. Petersburg - NEW Undergraduate Course Proposal Form

1. Department and Contact Information

<table>
<thead>
<tr>
<th>Department</th>
<th>College</th>
<th>Budget Account Number</th>
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<tbody>
<tr>
<td>Anthropology</td>
<td>Arts &amp; Sciences</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathryn Arthur</td>
<td>3-4858 3-4522</td>
<td><a href="mailto:kjarthur@mail.usf.edu">kjarthur@mail.usf.edu</a></td>
</tr>
</tbody>
</table>

2. Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
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<tbody>
<tr>
<td>ANT</td>
<td>4XXX</td>
<td>The History and Archaeology of the African Diaspora</td>
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</table>

Is the course title variable? no
Is a permit required for registration? no
Are the credit hours variable? no
Is this course repeatable for credit? no

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
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<tbody>
<tr>
<td>03</td>
<td>692</td>
<td>regular</td>
</tr>
</tbody>
</table>

Total Clock Hours 45
Abbreviated Title (30 characters maximum)

3. Prerequisites

And/Or ('\') Test Code Test Score Subject Course Level Grade Concurrency ‘\’
none

4. Co-requisites

Subject Course Title
none

5. Registration Restrictions

<table>
<thead>
<tr>
<th>Include/Exclude</th>
<th>Codes</th>
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<tbody>
<tr>
<td>College</td>
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<tr>
<td>Major</td>
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<tr>
<td>Class</td>
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<tr>
<td>Level</td>
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</table>

None

6. Course Description

This course will focus on the rich contributions made by African peoples to life ways outside its boarders. After first reviewing the history of African Diaspora studies, we will identify the earliest migrations of African peoples into Europe and Southwest Asia during the Paleolithic, Classical, and Proto-historic periods. Subsequently, we will explore the history
and archaeology of interaction, cultural change, and continuity on the African continent during the colonial period. We also will trace through archaeology, history, and ethnography the cross-cultural patterns of peoples of African descent living outside the African continent.

7. Gordon Rule

| Does this course meet the writing portion of the Gordon Rule? | No |
| If you indicated "yes" above, specify how the 6,000 words will be covered (exams, papers). |
| Does this course meet the computation portion of the Gordon Rule? |

8. Justification

a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

This course is not necessary for accreditation or certification. However, it does strength our anthropology undergraduate program and USFSP in several ways. First, it adds to a series of courses that focus on the anthropology of Africa, which is a unique focus of this campus’ anthropology program (as opposed to others in the system). It therefore contributes to the Anthropology program SLO A1 (Content/Discipline Knowledge and Skills mastering concepts central to the anthropological perspective). Second, the course requires students to engage in a local project in the African American community. It therefore contributes to one of our anthropology SLOs D1 (Civic Engagement Skills, show the ability to conduct basic anthropological research under the supervision of faculty, involving research in the local community and/or analysis of existing scholarly resources). It also contributes to part of USFSP CAS mission to engage undergraduate students in research and increases our campus visibility in the wider community.

b. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

This is a unique course not only on campus but in the state. Nowhere else is there a course that looks at both the history and the archaeology of the African Diaspora.

c. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This course provides student with an elective in Anthropology. This course as ANT 4930 was also cross-listed with AFA 4333 and HIS 3930.

d. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

This course was taught in 2004, 2005, and 2007. Student enrollment for each semester was 24 students in 2004, 19 students in 2005, and 19 students in 2007.

e. How frequently will the course be offered? What is the anticipated enrollment?

We anticipate offering the course every two years with 20-30 student enrollments.

f. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the non-substantive course change form regarding the course to be deleted to the Council secretary.)

No courses are being dropped.

g. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)
9. Other Course Information

A. Objectives

1. Provide students with an understanding of the complexities of cultural change and interaction relating to the African Diaspora through discussions of their history, archaeology, and cultural anthropology.

B. Learning Outcomes

A1. Content/Discipline Knowledge and Skills. Master concepts central to the anthropological perspective

i.e. culture; human evolution, diversity of culture, physical type, language, gender/sex, cultural relativism, holism, historical and cross-cultural comparisons, kinship, and globalism.

Assessed through 2 take home exams

C1. Civic Engagement Skills

1. approach the solution of human problems through anthropological methods
2. show ability to conduct basic anthropological research, under the supervision of faculty, involving research in the local community and/or analysis of existing scholarly resource

Assessed through 1 poster or webpage and an in-class presentation

C. Major Topics

The major topics in this course include the archaeological evidence and historical documentation for Paleolithic, Classical, Pre-Colonial, and Colonial African Diasporas into Europe, Southwest Asia, and the Americas.

D. Textbooks

Required

Recommended

10. Syllabus

Please provide the syllabus with this form when the course is approved for submission.
### 11. Liberal Arts Certification

**General Course Requirements** (check all categories for which you are requesting certification.)

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<tbody>
<tr>
<td></td>
<td>English Composition</td>
<td>Quantitative Methods</td>
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<tr>
<td>Natural Science</td>
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<td>Historical Perspectives</td>
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<tr>
<td>Social Science</td>
<td></td>
<td>Fine Arts</td>
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<tr>
<td>African, Latin American, Middle Eastern, or Asian Perspectives</td>
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**Exit Requirements** (you may apply for certification in both of the following. If you choose Literature and Writing, you will also be certified for Gordon Rule.)

<table>
<thead>
<tr>
<th></th>
<th>Literature and Writing</th>
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<tbody>
<tr>
<td>Major Works and Major Issues</td>
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**Skills and Dimensions** (Indicate which of the following are given significant consideration in the course.)

<p>| | | | |</p>
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<tbody>
<tr>
<td>Values and Ethics</td>
<td>Race and Ethnicity</td>
<td>International Perspectives</td>
<td>Analytical Thinking</td>
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<td>Gender</td>
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<tr>
<td>Environmental Perspectives</td>
<td>Creative Thinking</td>
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<td>Oral Expression</td>
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<tr>
<td>Conceptual Thinking</td>
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<tr>
<td>Writing Skills</td>
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and Proto-historic periods. Subsequently, we will explore the history and archaeology of interaction, cultural change and continuity on the African continent during the colonial period. We also will trace through archaeology, history, and ethnography the cross-cultural patterns of peoples of African descent living outside the African continent.

WEBPAGE AND CLASS FORMAT (return to top of page)

**Class Notes:** Brief outlines for each lecture and questions for film days should be printed out before class. These will be available by 11 pm on the evening before on Blackboard under Class Outlines. I will not give out my lecture notes and films will NOT be available on another day unless they are available at the library.

**Class Films** You must watch the film during the class period in which it is schedule. If you miss a film, class lecture or discussion, you must get the notes from a another student.

Each class will consist of: 1) a lecture, 2) discussion (in which you should participate) based on the assigned readings, and 3) a film.

**Preparing for Class and Lecture:** You should prepare yourself for discussion by reading the assignments. You should print out the class note outlines before class and take notes during lecture. DO NOT rely solely on the outlines. Material not on the outline but presented in class may appear on the exam and you will be responsible for it. You also should take notes during class discussions. All material from lectures, discussions, films, and readings is potential material to be included on the exam.

**REQUIRED TEXTS** (return to top of page)

Readings should be completed before class on the day assigned on the syllabus Outline below.

**REQUIRED**
4. Blackboard Readings under Course Documents
5. Webpage listed below on Course Outline

**RECOMMENDED**

**STUDENT ASSESSMENT TASKS:**

This is a 4000 level elective course in anthropology. In anthropology this course addresses several of our SLOs including: (see http://www.stpete.usf.edu/coas/anthropology/ProgramAssessment.htm)

<table>
<thead>
<tr>
<th>A1. Content/Discipline Knowledge and Skills. Master concepts central to the anthropological perspective</th>
<th>i.e. culture; human evolution, diversity of</th>
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</thead>
<tbody>
<tr>
<td>C1. Civic Engagement Skills</td>
<td>1. approach the solution of human problems through anthropological methods</td>
</tr>
<tr>
<td></td>
<td>2. show ability to conduct basic</td>
</tr>
</tbody>
</table>
You will be asked to demonstrate your knowledge of the African Diaspora and concepts central to the anthropological perspective (A1) and through completing:
2 take-home exams

You will be asked to demonstrate your civic engagement skills through completing:
1 poster or webpage with in class presentation

2 TAKE-HOME EXAMS (200 points total) (return to top of page)
During the semester, there will be two non-cumulative take-home exams (100 points each) covering material from lectures, assigned readings, discussions, and films presented in class.
*Each Answer should begin with the letter of the question you are answering.
*Essays must be written using full sentences and correct grammar and spelling.
*Each essay should be at least 5 full pages (to the bottom of the page) with no more than 6 pages (12 point font, 1 inch margins)
*DO NOT INCLUDE A BIBLIOGRAPHY

CIVIC ENGAGEMENT ASSIGNMENT (200 points total) (return to top of page)
Local ethnographic project with Webpage or Poster and Presentation.

DUE DATES:
1) Sept. 25 and October 2: TOPIC DECISION DATE AND MANDATORY IN CLASS MEETING WITH ME, see outline below to determine your deadline-- based on first letter of last name. (50 points)

1 page outlining topic including: 2 research methods (listed below), 2 references and a timetable for project.
10 points deducted for first week late and 2 points for each week thereafter without documented excuse

2) November 20, 27 and December 4: PRESENTATION/POSTER DUE DATES (150 points total).
(Dates for each individual will be posted after Oct. 2, I want to cluster them by theme for smooth presentation).
10-20 minutes
Clearly state topic
Briefly outline evidence for your point
Clearly state your Conclusion
No Extension lose total points without documented excuse
PRACTICE!!!
Do NOT Read your paper!

TOPICS:
1) Content: Topic from the last two years taught, note not all are local projects which is a requirement this year!

2004: http://www.stpt.usf.edu/weedman/Syllabi/ADstudent04.html
2005: http://www.stpt.usf.edu/weedman/Syllabi/ADstudent05.html
****ALL PROJECTS MUST BE APPROVED BY THE INSTRUCTOR!

suggestions:
A local older African American person and their life-experiences
A significant local site related to African American history
Biography/Autobiographies of a Person of African descent in St. Petersburg History
Present-day migrations of Africans into the Tampa-Bay area
Local African-American organizations

2) **Methods**: Your project must include 2 of the following research methods and it must be apparent in the final results:
1- Library Research
2- Primary Documents (newspapers, letters, video, taped interviews, county documents and maps, etc.)
3- Ethnographic/Oral History Interviews
4- Original (i.e. by you) Filming and/or Photography
5- Original (i.e. by you) Architectural Drawings and/or Mapping

3) **Online Resources**
The USF African Heritage Project
Africana
Global mapping and Literature of the African Diaspora
WPA American Slave Narratives
Florida Heritage Collection
Olive B. McLin Community History Project
Weekly Challenger
Columbia University also has a good resource page but you must go through the main university webpage for it to work!

4) **Crash Course Ethnographic Field Methods**
1) Read all the possible background information you can on the community you will be working with or similar communities.

2) Introducing yourself to the community: Select a community and preferably begin by making contact through a person who is acquainted or a member of the community. Introduce yourself to many people in the community, especially leadership, and be clear about your research objects and what you will do with the results of your study. In this step, you create a good solid grounding for developing a rapport.

3) Census: Ask individuals you met when you introduced yourself into the community about knowledgeable persons. Conduct a census of the community, which widens your knowledge of the people living in the community and also provides more people with information about who you are and what you are doing.

4) Key participants should be models and teachers, enculturated, currently involved, have adequate time and have an insider's perspective concerning the issues you are studying.

5) Participant Observation and Rapport. Let the participants get to know you and ask you
questions. Take part in community life and activities (participant observation) by attending important rituals (weddings, holidays etc.) and engaging in more mundane daily activities.

6) Interviewing

a) consent- ask participants if they want to participate in your study, to what extent (voice recordings, photos, time constraints etc.) and protection of identity (use of images, names, and personal information). consent form link

b) listen , express verbal interest, make eye contact and other nonverbal actions (be careful as these are culture specific!)

b) explanations- explain your project, how you will record the interview, where the records will be kept, and what will be done with the information

d) ethnographic questions: Ask open ended questions or questions that can not be answered with a yes or no answer. Be sure to listen and to ask subsequent questions that are germane to the reply for more in-depth information.

WEBPAGE FORMAT AND CONTENT:

<table>
<thead>
<tr>
<th>WEB PAGE</th>
<th>POSTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a webpage: You can make your pages (1 document per page) in microsoft word and then under SAVE AS, save each page as an html/.webpage. You must convert to an html for me, as this is your assignment not mine. The people at the USF ST. Pete computer lab are waiting to help you if you have any questions about how to do this. Your webpage should consist of 6 pages of 8 x 11 paper size text. This includes your introduction and conclusion, and your bibliography. I expect typed and double-spaced with 1 inch margins (NO MORE). Font must be 11 or 12 characters per inch. Webpages will be posted on the USFSP Anthropology website. Your research should be original work so you may also think of trying to publish it or present it at a conference.</td>
<td>Your poster should be 36&quot;w x 48&quot;h presented neatly on poster board or created in powerpoint (select page setup and then select banner and type in the dimensions). Kinkos will print out powerpoint poster and laminate them for about $60. Posters can be entered in the Tomorrow's Leadership Symposium on April 17th and I will serve as your faculty sponsor. This is a great way to add something</td>
</tr>
</tbody>
</table>
tangible to your vita. Your research should be original work so you may also think of trying to publish it or present it at a conference.

Your research should be original:

Your website should consist of 9 pages:

Page 1: First page should basically be the following outline:

I) A title
II) your name
III) a relevant photograph, map, or illustration with source listed
IV) links to your Introduction, body or content, conclusion, bibliography, consent forms, and other websites:

Page 2: your introduction should contain a thesis sentence. A thesis sentence is the main point of the webpage, bottom-line, the rest of the paper should support your thesis sentence, which should be the last sentence in your introduction.

Page 3, 4, and 5: body or content of your topic.

You must address the topic that we AGREED on. A convincing argument is one derived from fact and not opinion and is presented in a scholarly fashion. It is logical, coherent, and supported by scientific research. Do not write sweeping generalities that assume facts that are not proven. The webpage must contain a body wherein the author explores the issue, defines

Your Poster should consist of 9 sections:

- Organize text from left to right and consider lettering or numbering each part so that the reader can easily follow along.
- Include an introduction, supporting information, conclusion, and bibliography.
- Use large text (24 pt font size or larger), use lower and Upper case letters, use line weight, style, symbol etc to convey important information, spell check
- Use graphics and photographs (at least 300 dpi) and minimize the use of
terms, introduces and discusses
research on the topic. The body
should be subdivided using
subheadings in a logical manner.

Page 6: Conclusion. You must have
a conclusion summarizing the major
points addressed in the body and
presenting the author's final analysis
and conclusion. A three to four
sentence conclusion is unacceptable.
It must demonstrate some insight and
thought concerning the topic.

Page 7: Consent Forms, pdf
versions of your consent forms if you
conducted interviews!!!

Page 8: links to other relevant
webpages (at least 4)

Page 9: Bibliography: minimum of 4-
must use the AAA Style Guide
text. Make sure that
images and graphs
are of good clear
quality.

Do not use red and
green in the same
are (40% of men
can not distinguish
the two)

Section 1: Include the title of your
presentation and your name at the
top

Section 2: Introduction
should contain a
thesis sentence. A
thesis sentence is
the main point of
the webpage,
bottom-line, the rest
of the paper should
support your thesis
sentence, which
should be the last
sentence in your
introduction. A
thesis should be
one concise
statement not
several sentences.

Section 3, 4, 5:
Body of Poster.
You must address
the topic that we
AGREED on. A
convincing
argument is one
derived from fact
and not opinion and
is presented in a
scholarly fashion. It
is logical, coherent,
and supported by
scientific research. Do not write sweeping generalities that assume facts that are not proven.

The poster must contain a body wherein the author explores the issue, defines terms, introduces and discusses research on the topic. The body should be subdivided using subheadings in a logical manner.

**Section 6: Conclusion.** You must have a conclusion summarizing the major points addressed in the body and presenting the author's final analysis and conclusion. A three to four sentence conclusion is unacceptable. It must demonstrate some insight and thought concerning the topic.

**Section 7:** links to other relevant webpages (at least 4)

**Section 8: Bibliography:** minimum of 4- must use the AAA Style
Use spelling and grammar check programs. The webpage must demonstrate a college-level use of the English language including proper use of punctuation, grammar, and vocabulary. Do not use contractions (didn't, etc., ), slang (dig instead of excavation), split verbs, or colloquialisms. Use "that" instead of "which" whenever possible.

Do not use the passive tense
Be gender sensitive - Do not use "man" when you mean "humans"
Do not use derogatory terms "Native" instead of indigenous peoples, hut instead of house, or "Tribes" instead of people, culture, etc. If you are unsure, feel free to ask me.
MISSING CLASS, ASSIGNMENTS, & EXAMS
Students should only miss class, assignments, or exams for one of the reasons listed below. I will take attendance and after 3 Unexcused absences may deduct 10 points from your FINAL class grade. Please provide me with medical documentation or official university business as soon as possible after you miss class. Furthermore if you have extenuating circumstances or observe a religious holiday that is not observed on the USF ST. PETE academic calendar, it is your responsibility to inform me, so that we can make the appropriate arrangements. Please, notify me as soon as possible about any difficulties, after grades are posted for the semester it is too LATE.

STUDENTS WITH DISABILITIES
Students with disabilities requiring special needs and requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. It is the student's responsibility to provide the instructor with the proper documentation so that proper accommodations can be met.

ACADEMIC HONESTY POLICY
For details and punishment guidelines see the USF Student handbook at http://www.stpt.usf.edu/studentlife/documents/Code_of_Conduct.pdf
Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in conformity with this rule.
Cheating is defined as follows: (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one's own; (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, etc. (f) Stealing or copying of computer programs and presenting them as one's own. Such stealing includes the use of another student's program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.

COURSE GRADING
Your grade will be based on the average of your two non-cumulative exams (100 possible points each) and your assignment (200 possible points). Hence, to determine your grade I will divide your three scores (up to 400 points) by 4 for your average. In addition, if you do not attend class regularly and unexcused, I will deduct 10 points from your final grade. If at the end of the semester the class average is below 75, I will curve the final grade. I will not curve each exam individually (either per exam 1 or 2 or per person)
A+ 100-96, A 95-93, A- 92-90 (Superior Performance)
B+ 89-86, B 85-83, B- 82-80 (Average Performance)
C+ 79-76, C 75-73, C- 72-70 (Below Average Performance)
D+ 69-66, D 65-63, D- 62-60 (F below 60, Failure at D)

Grades will be posted on Blackboard.

INCOMPLETES WILL ONLY BE GIVEN Under the following Conditions:
1) If you have a passing grade in the course
2) If you have completed at least 50 percent of the assignments
3) If you discuss with me your situation or legitimate excuse (medical, legal, etc) and provide documentation
4) If you provide the above before the final week of class
5) And if we have a mutually written contract concerning how you will complete the course
The above grading and incomplete system is based on the official USF St. Petersgrading system, which can be found at http://www.stpt.usf.edu/Academics/faculty_resources/faculty_handbook/

**COURSE OUTLINE (return to top of page)**

<table>
<thead>
<tr>
<th>Date</th>
<th>LECTURE TOPICS</th>
<th>REQUIRED READINGS &amp; ASSIGNMENTS</th>
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</table>
| Tues.   | Lecture 3: History of Anthropology and Archaeology of the African Diaspora | Singleton book Chapters 2, 7, 15  
| Sept. 11 | Film: WEB DuBois: a biography in Four voices  
|         | E185.97 D73 W23  
|         | 1995: St Petersburg Reserve  
|         | Blackboard: Holloway, J. 1990. Africanism in American Culture, Chapter- The origins of African American Culture  
|         | Deagan, K. 1998. Rethinking Modern History  
|         | Singleton, T. A. 1995. The Archaeology of Slavery in North America  |
| Sept. 18 | Film: John Henrik Clarke: A Great and Mighty Walk  
|         | E 185 J64 1996  
|         | (Tape 30) Tampa Library Only  
|         | Blackboard: Vogel, J. O. 1997. Precolonial Africa. Selected Sections. or TBA- Try to find another article!  
|         | Webpage: African Presence in America Before Columbus  
|         | http://members.aol.com/carltred/AfricanPresence.htm  |
| Tues.   | Guest Lecture: St. Petersburg History  
| Sept. 25 | DUE: Last names begin with A- J.  
|         | Outline, thesis statement, and bibliography due  
|         | You must attend, I will deduct 10 points from your paper grade if you do not!  
|         | Peck and Wilson -St. Petersburg's Historic 22nd Street South book  
<p>|         | Mandatory 5 minute meeting with me after library talk  |</p>
<table>
<thead>
<tr>
<th>Tues Oct. 2</th>
<th>Library Research Resources:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Meet at USF St. Pete Library POY 218 at 6pm</td>
</tr>
<tr>
<td></td>
<td><strong>DUE: Last Names begin with K-Z.</strong></td>
</tr>
<tr>
<td></td>
<td>Outline, thesis statement, and bibliography due</td>
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<tr>
<td></td>
<td>Mandatory 5 minute meeting with me after library talk</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Tues Oct. 9</th>
<th>Lecture 5: Historical Archaeology of East and Southern Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Film: The Life and times of Sara Baartman DA125.A1 L54 1998- Tampa and St. Pete Libraries Reserve</td>
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<tr>
<td></td>
<td><strong>East Africa:</strong></td>
</tr>
<tr>
<td></td>
<td>Blackboard:</td>
</tr>
<tr>
<td></td>
<td>Kusimba, C. 1997. Swahili and the Coastal City-States</td>
</tr>
<tr>
<td></td>
<td><strong>Southern Africa:</strong></td>
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<tr>
<td></td>
<td>Blackboard:</td>
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<tr>
<td>Date</td>
<td>Lecture</td>
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<tr>
<td>Tues. Mar. Oct. 23</td>
<td>Lecture 7: The Middle Passage and North American Plantations&lt;br&gt;Film: Souls of Passage: Henrietta Marie, Professor's Library (Tape 28)&lt;br&gt;EXAM 1 DUE IN CLASS</td>
</tr>
<tr>
<td>Tues. Oct. 31</td>
<td>Lecture 8: African-American Resistance in North America&lt;br&gt;Film: Black warriors of the Seminole Tampa and Pete Libraries Reserve and Looking for Angola- Prof. Library (DVD)</td>
</tr>
</tbody>
</table>
| Tues. Nov. 6 | Lecture 9: Urban Slavery and Present day Preservation Movements in North America  
Film: Slavery's Buried Past (Professor's Library NOT for loan, DVD) | Singleton book Chapter 12  
Blackboard:  
Anderson, M. 2004. Under City Hall Park  
Warner, Mark 2000. Ham Hocks on your Corn Flakes  
Webpage Slavery in America  
http://www.slaveryinamerica.org/history/human_burial_ground.htm |
| Tues. Nov. 13 | Lecture 10: Caribbean and Latin America  
Gomez Chapter 5  
Blackboard:  
Pulsipher, L. 1990. They Have Saturdays and Sundays to Feed Themselves: Slave Gardens in the Caribbean  
Funari, P.P. 1999. Maroon, race, and gender: Palmares material culture and social relations in a runaway settlement |
<p>| Tues. Nov. 20 | Class WEBPAGES/Poster Due, Presentations, Discussion | Gomez Chapters 7 &amp; 8 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Class WEBPAGES/Poster Due, Presentations, Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues. Nov. 27</td>
<td>Basta- African American Food in St. Petersburg Swartz- Voodoo Jameson- Rastafarians Branamen- Juneteenth Villafana- Racism Juan-Carlos Ortiz African American Adoption Kosterlitz- Sudan Darfur Relief</td>
</tr>
<tr>
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<td>EXAM 2 DUE IN CLASS</td>
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</tbody>
</table>
USF ST. PETERSBURG - NEW COURSE PROPOSAL SUBMITTED

TRACKING NUMBER: 73       DATE/TIME: 2011-06-10 08:18:40.0

1. Department and Contact Information

<table>
<thead>
<tr>
<th>Department</th>
<th>College</th>
<th>Budget Account Number</th>
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<tbody>
<tr>
<td>ANT-Anthropology</td>
<td></td>
<td>USFO1 STP 120500 10000</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>crossman</td>
<td>7278734143</td>
<td><a href="mailto:crossman@mail.usf.edu">crossman@mail.usf.edu</a></td>
</tr>
</tbody>
</table>

2. Course Information

Prefix Number | Full Title                                      | Is the course title variable? | Is a permit required for registration? | Are the credit hours variable? |
-------------|------------------------------------------------|------------------|---------------------------------|-------------------------------|
ANT 44178    | The History & Archaeology of the African Diaspora | N                 | N                               | N                             |

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
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<tbody>
<tr>
<td>3</td>
<td>Class Lecture (Primarily)</td>
<td>Regular</td>
</tr>
</tbody>
</table>

Abbreviated Title (30 characters maximum)
Hist & Arch of African Diaspora

Prerequisites
none

Corequisites
none

Co-Prerequisites
none

Course Description
Rich contributions made by African peoples to life ways outside its boarders; reviewing the history of the African Diaspora; identify the earliest migrations of the African peoples into Europe and Southwest Asia;

3. Gordon Rule

Does this course meet the writing portion of the Gordon Rule?
N

If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers).
N/A

Does this course meet the computation portion of the Gordon Rule?
4. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?
This course is not necessary for accreditation or certification. However, it does strengthen our anthropology undergraduate program and USFSP in several ways. First, it adds to a series of courses that focus on the anthropology of Africa, which is a unique focus of this campus’ anthropology program. It therefore contributes to the Anthropology program SLO A1 (Content/Discipline Knowledge and Skills mastering concepts central to the anthropological perspective). Second, the course requires students to engage in a local project in the African American Community. It therefore contributes to one of our anthropology SLOs D1 (Civic Engagement Skills, show the ability to conduct basic anthropological research under the supervision of Faculty, involving research in the local community and/or analysis of existing scholarly resources). It also contributes to part of the USFSP CAS mission to engage undergraduate students in research and increases our campus visibility in the wider community.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed? This is a unique course not only on campus but in the state. Nowhere else is there a course that looks at both the history and the archaeology of the African Diaspora.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service? This course provides students with an elective in Anthropology. This course, when offered as ANT 4930, was also cross-listed with AFA 4333 and HIS 3930.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?
Yes, it was taught in 2004, 2005, and 2007. Student enrollment for each semester was 24, 19 and 19.

E. How frequently will the course be offered? What is the anticipated enrollment?
Every two years with 20-30 students.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)
no

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)
A Masters Degree with 18 graduate credit hours in the field.

5. Other Course Information

A. Objectives
Provide students with an understanding of the complexities of cultural change and interaction relating to the African Diaspora through discussions of their history, archaeology, and cultural anthropology

B. Learning Outcomes
A1. Content/Discipline Knowledge and Skills. Master concepts central to the anthropological perspective (i.e. culture; human evolution, diversity of culture, physical type, language, gender/sex, cultural relativism, holism, historical and cross-cultural comparisons, kinship, and globalism. Assessed through 2 take-home exams C1. Civic Engagement Skills: 1. Approach the solution of human problems through anthropological methods; 2. Show ability to conduct basic anthropological research, under the supervision of faculty, involving research in
the local community and/or analysis of existing scholarly resources. Assessed through 1 poster or webpage and an in-class presentation.

C. Major Topics
Major topics in this course include the archaeological evidence and historical documentation for Paleolithic, Classical, Pre-Colonial, and Colonial African Diasporas into Europe, Southwest Asia, and the Americas.

D. Textbooks

6. Syllabus (Anatomy of a Syllabus)

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.

7. Liberal Arts Certification

General Course Requirements
  o N/A

Exit Requirements
  o N/A

Skills and Dimensions
  o N/A