

ETHN 183: AFROFUTURISM

In Workflow

1. ETHN Committee Chair (clarence.george@csus.edu)
2. ETHN Chair (baker@csus.edu)
3. SSIS College Committee Chair (wickelgr@csus.edu)
4. SSIS Dean (mendriga@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (perry@csus.edu)
8. Dean of Undergraduate (gardner@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Wed, 18 Sep 2024 01:52:36 GMT
Brian Baker (baker): Rollback to Initiator
2. Fri, 20 Sep 2024 18:35:36 GMT
Clarence George III (clarence.george): Approved for ETHN Committee Chair
3. Thu, 26 Sep 2024 22:11:38 GMT
Brian Baker (baker): Approved for ETHN Chair
4. Thu, 17 Oct 2024 18:58:13 GMT
Emily Wickelgren (wickelgr): Rollback to Initiator
5. Fri, 18 Oct 2024 23:20:14 GMT
Clarence George III (clarence.george): Approved for ETHN Committee Chair
6. Sat, 19 Oct 2024 04:42:23 GMT
Brian Baker (baker): Approved for ETHN Chair
7. Mon, 21 Oct 2024 18:27:21 GMT
Emily Wickelgren (wickelgr): Approved for SSIS College Committee Chair
8. Tue, 22 Oct 2024 17:12:03 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

New Course Proposal

Date Submitted: Fri, 18 Oct 2024 18:20:17 GMT

Viewing: ETHN 183 : Afrofuturism

Last edit: Mon, 21 Oct 2024 18:24:29 GMT

Changes proposed by: Jasmine Wade (223009176)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Jasmine Wade	j.wade@csus.edu	707-731-9335

Catalog Title:

Afrofuturism

Class Schedule Title:

Afrofuturism

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Ethnic Studies; African Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2025 (2025/2026 Catalog)

Subject Area: (prefix)

ETHN - Ethnic Studies

Catalog Number: (course number)

183

Course ID: (For administrative use only.)

TBD

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Afrofuturism is a genre of creative works (including film, literature, performance, visual arts, fashion, and more) that imagine hopeful futures through a Black cultural lens. It is a way to understand the future of Black communities while paying attention to Black history and culture.

In this course, students will engage with Afrofuturism as a field that conceives of the future for Black lives as part of the afterlife of slavery. Students will not only analyze Afrofuturism but also apply Afrofuturist ideals to a digital humanities project. The course has two threads, related to the main objectives. For the first thread, which takes up much of the first half of the course, students will explore Afrofuturist literature, films, and scholarship in order to better understand Black culture, life and history and connect an author's vision of the future to significant historical and cultural contexts related to Black life. (This aligns with the GE Area C2 objectives.) In the second thread, students engage in the practice of real-life futurists. Based on course readings and outside research, students will make research-supported predictions about the future, much like futurists in a variety of industries. Then, they will propose futuristic inventions that may contribute to a more equitable society. This course's value is in its interdisciplinary nature, blending literary and film analysis with futurism and design.

The digital humanities will play a significant role in this course as it provides methodologies for students to identify questions or problems in their communities and use technology to explore those questions/problems. Students will complete a semester-long digital humanities project in which they use Afrofuturist fiction to inspire their proposals for technology that will create more equitable and sustainable futures.

This course will also have a service learning component rooted in Curricular Community-Engaged Learning (CCEL). It will connect with Sacramento State community partner, the Museum of Children's Art (MOCHA). MOCHA has a program called the Community Futures School, which is an Afrofuturist think tank for high school youth. Through a partnership with MOCHA, students in this course will understand the implications of Afrofuturism in everyday life and apply what they've learned to support the MOCHA program. The service learning assignments will weave together with the digital humanities project as the Community Futures School students have a similar final project.

This course is important to the field of Ethnic Studies because it allows students to take what they've learned in other Ethnic Studies courses about the past and present and apply that knowledge to their own personal futures as well as the futures of their communities.

The target audience for this course includes students who are majors and minors within the Ethnic Studies department and students looking for a course to fulfill the C2 graduation requirement. While the course is not a requirement for majors and minors in Ethnic Studies, it will be an elective for the Pan African Studies minor and concentration. Because of the course's focus on literature and the

human condition, the Area C2 GE objectives align well with the course's learning objectives. Students will read Afrofuturist literature with the aim of understanding how imagining plausible futures can clarify the human condition in the past and present. Adding this course to the list of C2 general education requirements also addresses efforts within the department to allow students to complete the requirements of the major/minor and their GE requirements simultaneously. This opens up options for students to double major or add the Pan African Studies minor even with a high unit major. Moreover, because the course asks students to develop Afrofuturist skills in addition to reading and analyzing Afrofuturist literature, it is important students have some understanding of Pan African Studies before they take this course. This is why the prerequisites are ETHN 11: Intro to Ethnic Studies or ETHN 70: Intro to Pan African Studies. Students will learn about Pan African Studies in both these Area F courses.

The department anticipates offering one section at a time for this course. This plus the service learning nature of this course may raise questions about whether it can meet demand. This course will be just one of an array of elective courses students concentrating or minoring in Pan African Studies can take. So, while this course may not serve multiple sections of students each year, students in the concentration, the minor, and students searching for GE courses will have other options.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Afrofuturism describes cultural production of hopeful futures from a Black cultural lens. In this course, students will study Afrofuturism as creative works (i.e. novels and films) and as nonfiction research. Students will also learn some of the skills of futurists, like how to predict trends, with Black history, culture, and life in mind. Students will end the class by proposing a piece of futuristic technology that can improve BIPOC communities.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

Yes

Attach Service Learning Designation Approval

Service Learning Course Designation Approval Letter_Wade_Afrofuturism[59].docx

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

ETHN 70 or ETHN 11

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Field Studies
Lecture

Field Studies Classification

S2/CS#36 - Independent Study/Field Work/Studio Instruction/Supervised Activity (S-factor=.333 WTU per student enrolled)

Field Studies Units

1

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

2

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Analyze Afrofuturist scholarship, literature, and films in writing, presentations, and discussions to understand the connections between race and imagination.	-Reading and Reflection Journal -Service Learning Project -Class Discussion and Activities (Attendance and Participation)
2	Create research-backed projections and scenarios of the future and to connect the future to the historical development of cultures and societies. (GE Learning Outcome B)	-Digital Humanities Project -Digital Humanities Project Proposal -In-Class Activities (Attendance and Participation)
3	Design and propose an artifact of the future as the result of investigation and research into human culture and alongside the needs of our community partner. (GE Learning Outcome D)	-Digital Humanities Project -Digital Humanities Project Proposal -Service Learning Project -Class Discussion and Activities (Attendance and Participation)
4	Investigate how analyzing texts and writing them are impacted by the author and reader's language, culture, and status through class discussion and short writing assignments.	-Reading and Reflection Journal -Service Learning Project -Essays
5	Develop their own practices and processes for revision in their writing.	-Digital Humanities Project Proposal -Essays
6	Describe the conventions and methods characteristic of Afrofuturism, as a field within the humanities by composing high and low stakes writing assignments. (GE Learning Outcome A)	-Reading and Reflection Journal -Class Discussion and Activities (Attendance and Participation) -Essays
7	Write effectively about systems of power, marginalization and anti-Blackness as well as the ways African descended peoples and communities respond such as social movements, resistance, and coalition building in the U.S. and globally.	-Essays -Digital Humanities Project -Digital Humanities Project Proposal -Reading and Reflection Journal -Service Learning Project

Attach a list of the required/recommended course readings and activities:

Course Proposal_Syllabus_Afrofuturism (7).pdf

For whom is this course being developed?

Majors in the Dept
Minors in the Dept
General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

Attach Accessibility Checklist: (Optional at submission. Fulfills requirement to file with Dean's office.)

Course Accessibility Checklist_Afrofuturism_Wade.pdf

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Intellectual and practical skills
Personal and social responsibility

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities/3B. Humanities

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Course Proposal_Syllabus_Afrofuturism (7).pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

This course takes a broad approach to the topic of Afrofuturism as students will read a variety of literature, including seminal works like Octavia Butler's *Parable of the Sower* and lesser known works like Nalo Hopkinson's "The Easthound." Students will leave the course with a broad understanding of the conventions and nature of Afrofuturism as a field of literature and scholarship.

Develops an understanding of and appreciation for the diversity of the human community.

Through understanding Afrofuturism from a Pan African Studies lens, students will understand and imagine different futures rooted in different perspectives, societies, and histories within Africa and the African diaspora.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

Students will study Afrofuturist literature and film in order to develop an understanding of the conventions of the genre. They will also read scholarship in Afrofuturism, like Ytasha Womack's book *Afrofuturism* in order to gain an understanding of Afrofuturist methods. They will demonstrate their understanding of this knowledge through a reading and reflection journal. In addition, they will use this understanding of the conventions and methods of Afrofuturism to develop human-centered questions to explore in a digital humanities project.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

Students will develop an understanding of Black cultures around the world in order to make projections of the futures of those cultures. This course will energize their imaginations and prompt them to propose artifacts of the future based on their understanding of Afro-diasporic cultures and development. Students' analysis of Black cultures is critical to the semester-long digital humanities project.

Compare and analyze various conceptions of humankind.

N/A

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

In order to create plausible projections of the future, students need to have an understanding of the historical development of cultures and civilizations. We will analyze the histories and cultures that influence great works of Afrofuturism, including Octavia Butler's *Parable of the Sower*. Students will also do research into Black cultures and civilizations in order to inform their own imaginings of the future. This research will feed directly into their essays, particularly the one on *Parable of the Sower*, and the digital humanities project where they propose a piece of futuristic technology. This futuristic technology will contribute to a more equitable future, and students must understand the history of cultures to do that effectively.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

This course focuses on the future of BIPOC communities with an emphasis on women and people of low SES. This is also emphasized in the service learning component of the program which has students corresponding with a group of high school students who are predominantly Black young women and low SES.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

The word counts for this course for formal, graded writing are as follows:

-Digital Humanities Project Proposal (1500 words)

-Essay #1: 750 words
-Essay #2: 1250 words

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

Please attach any additional files not requested above:

Notice about Course Proposal on Afrofuturism.pdf
Re: Notice about Course Proposal on Afrofuturism.pdf

Reviewer Comments:

Brian Baker (baker) (Wed, 18 Sep 2024 01:52:36 GMT): Rollback: Please make edits before upcoming meeting on Friday.

Emily Wickelgren (wickelgr) (Thu, 17 Oct 2024 18:58:13 GMT): Rollback: See email on 10/17/24

Key: 15155