

OAKTON COMMUNITY COLLEGE
AFRICAN LITERATURE COURSE SYLLABUS

Note: This syllabus is subject to change. Instructor will notify you of any changes.

Professor Tina Fakhrid-Deen (she/her/hers)	Student Hours	Course Info.
tfakhrid@oakton.edu	APPOINTMENT ONLY	EGL 229
847-957-8215 (Google Voice #)	Synchronous course	Website: D2L.oakton.edu

Online Student Hours ([schedule an appointment here](#)):

Zoom link for appointments:

<https://oakton.zoom.us/j/7612911286?pwd=R2VhU0oyZm5lb2g1a1pkSjFDd3BLZz0>

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Meeting ID: 761 291 1286

Passcode: 4KwUps

I.	<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Name</u>	<u>Credit</u>	<u>Lecture</u>	<u>Lab</u>
	EGL	229	[National/Regional] Literature in Translation	3	3	0

II. Prerequisite:

EGL 101 or placement into 101

III. Course (Catalog) Description:

Course introduces students to literature in translation from any nation or region. Content includes social, historical, and cultural contexts of literary works; relationship of individual writers to national or regional literary traditions; and terminology and methods of literary analysis and evaluation.

IV. Learning Objectives:

The student will be able to:

- A. Identify important works, periods and genres of West African Literature;
- B. Explain distinctive themes and conventions of West African Literature.
- C. Explain the diversity of perspectives and voices within West African Literature.

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- D. Analyze complexities of race, gender, nationality, region, and/or class within the West African literary tradition.
- E. Discuss multiple interpretations of literary works using methods of shared inquiry;
- F. Engage in close readings of literary texts as support for literary interpretation in classroom discussion and written assignments;
- G. Interpret the formal elements of literary works, using appropriate literary terminology;
- H. Analyze works in the context of their literary, cultural, and historical backgrounds in class discussion and writing;
- I. Incorporate secondary sources in the analysis and interpretation of literary texts in writing.

V. Academic Integrity and Student Conduct:

Students and employees at Oakton Community College are required to demonstrate academic integrity and follow Oakton's Code of Academic Conduct. This code prohibits:

- cheating,
- plagiarism (turning in work not written by you, or lacking proper citation),
- falsification and fabrication (lying or distorting the truth),
- helping others to cheat,
- unauthorized changes on official documents,
- pretending to be someone else or having someone else pretend to be you,
- making or accepting bribes, special favors, or threats, and
- any other behavior that violates academic integrity.

There are serious consequences to violations of the academic integrity policy. Oakton's policies and procedures provide students a fair hearing if a complaint is made against you. If you are found to have violated the policy, the minimum penalty is failure on the assignment and, a disciplinary record will be established and kept on file in the office of the Vice President for Student Affairs for a period of 3 years.

Please review the Code of Academic Conduct and the Code of Student Conduct, both located online at www.oakton.edu/studentlife/student-handbook.pdf.

VI. Outline of Topics:

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Readings are organized chronologically. This chronological organization emphasizes historical periods (pre-colonial, colonial and post-colonial) in the development of West African literature.

Week Topics Covered

- 1 - 2 Introduction to course policies, syllabus and procedures.
The Pre-Colonial Period: African Narratives and Ancient African Kingdoms
"How to Talk About Africa" by Vinyabanga Wainaina
<https://granta.com/how-to-write-about-africa/>
All Stories are Anansi's
Listen to Ananse and the Pot of Wisdom
Read Why the Moon and Sun Live in the Sky
Listen to The Magic Tree
- 3 Maafa: The African Holocaust
How Europe Underdeveloped Africa (book excerpt) by Walter Rodney
https://www.csun.edu/~rdavids/150sp09/150readings/Rodney_How_Europe_Underdeveloped_Africa.pdf
The TransAtlantic Slave Trade - A Report by the Equal Justice Initiative (read Ch. 1) <https://eji.org/report/transatlantic-slave-trade/>
"Tribal Scars" by Ousmane Sembene
<https://msausley.files.wordpress.com/2018/10/ousmane-sembene-tribal-scars.pdf>
- The Oral Tradition – Pre-Colonial Literature
- 4 - 5 "The Epic of Sundiata" by D.T. Niane
pg. 54-82 in The Rienner of Anthology of African Literature (For Week 4 read pages 54-68. For Week 5, read pages 69-82.)
- African Poetry
- 6-8 1. "Images of Africa at Century's End" by Ama Ata Aidoo
<https://www.poetryfoundation.org/poems/143816/images-of-africa-at-centurys-end>
2. "Whom Do We Thank for Women's Conferences" by Ama Ata Aidoo
<https://www.poetryfoundation.org/poems/143817/whom-do-we-thank-for-women39s-conferences>
3. "Telephone Conversation" by Wole Soyinka <https://www.best-poems.net/wole-soyinka/telephone-conversation.html>
4. "Procession I - Hanging Day" by Wole Soyinka https://www.best-poems.net/poem/procession_i_hanging_day-by-wole-soyinka.html

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5. "In the Small Hours" by Wole Soyinka https://www.best-poems.net/wole_soyinka/in_the_small_hours.html
6. "America" by Kofi Awoonor
<https://www.poetryfoundation.org/poems/57144/america-56d23a58849e7>
7. "The Weaver Bird" by Kofi Awoonor
<https://www.poetryfoundation.org/poems/57146/the-weaver-bird>
8. "We Have Found a New Land" by Kofi Awoonor
<https://allpoetry.com/poem/12178527-We-Have-Found-A-New-Land-by-Kofi-Awoonor>
9. "Homeward" by Bassey Ikpi (text and performance of poem)
<https://loveanaija.blogspot.com/2006/11/homeward-by-bassey-ikpi.html>
10. "Apology to my Unborn" by Bassey Ikpi (performance of poem)
<https://www.youtube.com/watch?v=QIltWNVq4nQ>
11. "The House" by Warsan Shire (trigger warning - poem about sexual abuse) <https://www.poetryfoundation.org/poems/90733/the-house-57daba5625f32>
12. "Sun to God" by Ladan Osman
<https://www.poetryfoundation.org/poems/158418/sun-to-god>
13. "Take Wing Tempo" by Ladan Osman <https://poets.org/poem/take-wing-tempo>

All of the next set of poems can be found in the Rierner textbook. These are in the post-colonial literature section. What commonalities and themes do you recognize?

1. "Songs of Sorrow" by Kofi Awoonor (pg. 585-586)
2. "African in Louisiana" by Kojo Gyinaye Kyei (pg. 587)
3. "I Thank You God" by Bernard Dadie (pg. 588)
4. "Our Birth-Cord" by Kofi Anyidoho (pg. 590-591)
5. "You Who Occupy Our Land" by Maria Manuela Margarido (pg. 594)
6. "Nok Lady in Terracotta" by Ifi Amadime (pg. 595-597)
7. "It is Easy to Forget" by Ezenwa Ohaeto (pg. 598-599)
8. "Achimota: From the Story My Mother Taught Me" by Abena P. A. Busia (pg. 600-601)
9. "Murders" by L.S. Senghor (pg. 604)
10. "Breath" by Birago Diop (pg 605-607)
11. "I Am Talking to You My Sister" by Lenrie Peters (pg 610-611)
12. "Heritage" by Naana Banyiwaa Horne (pg. 635)

9 - 10

Colonial Literature

Read the stories on pgs. 253-278.

"The Jewels of the Shrine: A Play in One Act" by James Ene Henshaw
"The Palm-Wine Drinkard" (novel excerpt) by Amos Tutuola

11 - 13

Post Colonial Literature - Feminist Literature

"Anowa" (drama) by Ama Ata Aidoo

"Flora Nwapa: Mother of Modern African Literature"

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Efuru (novel excerpt, Ch 9-10) by Flora Nwapa - pg. 470-487 in the Rienner Anthology

14 Post Colonial Literature

Things Fall Apart (novel excerpt, Ch 3-4) by Chinua Achebe - pg. 460-469 in the Rienner Anthology

15-16 *Kehinde* (novel excerpt, Ch 13-14) pg. 510-517 in the Rienner Anthology
"Independence" by Anthonia Kalu - pg. 573-584 in the Rienner Anthology

16 Final presentations and final essay due.

VII. Methods of Instruction:

The course will be conducted through lectures, discussion, readings, and the supplementary use of other appropriate media such as documentaries, YouTube, music, etc.

VIII. Course Practices Required:

Course may be taught as a face-to-face, hybrid or online course.

Reading, writing, discussion, and oral presentations. A minimum of three critical essays of at least 2000 words each, along with several written responses and written reflections.

IX. Instructional Materials:

Note: Current textbook information for each course and section is available on Oakton's Schedule of Classes.

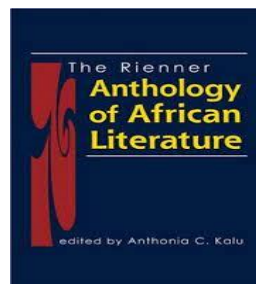
Novels, short stories, essays, poetry and/or drama by writers from the designated country or region. Films, audiovisual materials and/or guest lectures may be used when appropriate.

Required text for African Literature:

The Rienner Anthology of African Literature

Edited by Anthonia Kalu

Lynn Rienner Publishers, 2007



If a Direct Digital Access (DDA) fee has been charged as part of tuition and fees, viewable on myOakton, students have the option to opt-out of the e-book(s) and fee(s). Please email ddaoptout@oakton.edu for more information.

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X. Methods of Evaluating Student Progress:

In addition to exams and written/oral assignments, students will be evaluated on their active and prepared participation in class discussions and assignments.

XI. Other Course Information:

We discuss the assigned literary texts that you have read for homework in an online discussion format. Discussion will be driven by the Shared Inquiry method. Brief lectures and group activities will also be used.

Lecture & Textbook Readings: This class will be taught entirely online. Each week there will be a Weekly Module available to you in the Content tab. These modules include a set of mini-lectures that will complement the material you are reading in the required textbook and elsewhere online. Each Saturday morning (or earlier) throughout the term, be sure to check the Weekly Overview for the upcoming week to see what is due.

Responding to Students: My teaching hours are between 9am and 6pm, Monday through Thursday. I am not responding to students over the weekend. Some students have the misperception that an online course means that they get 24-hour access to the instructor. This is false information. You get 24-hour access to the course materials for that week and the benefit of not having to be in a physical location to gain access to the course.

I will respond to you within 24-48 business hours. I will not respond after 7pm or prior to 9am. Ex. If you write me at 8pm, do not expect me to respond that night. Therefore, don't email me again the next morning at 8am asking why I've not responded to you. The answer is that I'm off work and expect that time to be respected (just as you expect when you leave your job). Teaching online allows me the flexibility of not being in a physical location and to handle other responsibilities, just as it allows you flexibility to handle your other responsibilities. Let's respect each other's boundaries and attempts to have work-life balance.

I have added my Google Voice phone number for the instances where we need to talk through a selection or address issues. Feel free to call during office hours. If I do not answer, I will call you back ASAP. The same rules as above apply. Please do not contact me outside of stated business hours or beyond the course.

Discussion Based Questions (DBQ): Every week I will post questions to which you are expected to respond; as others post their responses I will expect to see further interaction as you reply to what they have written. Be sure to carefully **review section XI below** for more on this topic.

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Exams: All exams and quizzes will be a combination of multiple choice, true/false, matching, short answer and/or essay questions. You will take all assessments online in the D2L quiz section or the Content section.

Assignments: There will be weekly assignments throughout the semester. They will be posted to the D2L module in the Content section and they should be completed no later than the Sunday of the same week the assignment was given. You have a seven-day window to get assignments completed, which means you shouldn't procrastinate on the reading or you won't be able to make the window.

Life happens, so sometimes, you will need some grace/leniency. Therefore, you get two no penalty late assignments for the 4 week period. No exceptions will be made for more leniency. The accepted late work must be received no later than two days beyond when the assignment was due (Tuesday by midnight for the essays which are due on Sundays) to get the work done. After the second day of being late, I will no longer grade the work and it will automatically receive a zero.

If you know your work will be late, it is YOUR responsibility to email me and request that you get your additional two-days to complete the assignment. All other late assignments after two late assignments will not be graded and will receive an automatic zero. I do not go back and forth with students about late work and there is no extra credit in this course. This is the policy, so adhere to it.

Grade Breakdown:

Participation 30%

Papers (3 x 15% each) 45%

Written assignments/quizzes/exams 25%

90-100 = A

89-80 = B

79-70 = C

69-60 = D

59-0 = F

Because of the quantity of assignments, there is little to no opportunity for extra credit; therefore, focus on the assignments listed to assure success in the course.

Email Policy: I want to be thoughtful and useful when I answer emails and develop course content. This means that it may take me 15 minutes to compose a response to an email that only took you 30 seconds to send. You can answer almost any questions yourself if you consult our syllabus, supplemental materials in the Content section of D2L, our Course Announcements in D2L, the instructions on our discussion board in D2L, or Oakton's website. You should also take advantage of in-person, telephone, email, and chat assistance from technological support, the library, and several other college offices. If you exhaust these resources, please send me an email. If your message is time sensitive,

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include your phone number and a time to call in your email. I keep a running list of all other queries and will respond to them in 24-48 business hours. I absolutely want to help you! But make sure that you are contacting me about matters in which my help is truly needed or I will refer you back to the syllabus or a more appropriate college resource.

Whenever you email your professors, you need to use formal business writing. This means proofreading your message, including a salutation and closing with your full name, as well as addressing your professor by their proper title. You should also expect that you will only get a reply during standard business hours and within a 24-48 hour window. Talk with me if you have questions.

PARTICIPATION:

Preparation and active participation are also essential to your success as a student. This means keeping up with the schedule of reading, assignments, and progress toward the completion of each paper. It is expected that you will read carefully and critically, take notes, jot down questions, and be prepared to showcase what you've learned through online discussion-based questions (DBQ's), frequent assessments, and essays. Writing assignments of any scale should be carefully drafted well in advance of class. Be prepared to make informed contributions to discussion about any reading or writing assignments due that week. The bulk of your participation will be evaluated on your preparedness for class (online discussion), written assignments, quizzes, and the frequency and quality of your contributions. Because your participation is most valuable in terms of discussing ideas with the rest of the class, missed online discussion participation opportunities **cannot** be made up.

Discussion Based Questions (aka. DBQs):

Every week there will be discussion questions posted. To access the weekly discussions, click on "Discussions" from the homepage and look for the current Discussion Based Question (DBQ). Generally these questions will be in the nature of a reflection about the material and will require you to read the material, articles and/or watch videos. You are expected to be involved in these discussions in two ways:

- **Original postings:** You are required to post a minimum of 1 original comment to each question; by original, I mean that you apply ideas from that week's readings and not merely offer an "opinion" or restate something already said by another student. Original responses to these questions are due *by 11:59 PM on Thursday* of the particular week, although discussion will continue until the end of the weekend. In this way, everyone will have ample time to respond to each other's postings before discussion is closed Sunday night at midnight. Please post your original comments using the "Create a Thread" button. This will help keep the discussion more orderly.

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- Original posts should be at least 250 words and should connect to the readings and material for the week.

- **Response postings:** Besides posting your own thoughts, you are required to respond thoughtfully to others' posts a minimum of once during the week. These responses may be to either or all of the questions posted for the week. *Saying "I agree" does NOT constitute a meaningful/thoughtful response. I expect you to help each other learn by clarifying and/or questioning people's posts in a supportive and constructive manner. Also, if a classmate is missing the literary point of the discussion prompt, please try to help him/her/them out by offering a literary connection in your response. Your response post should add something to the learning process, rather than simply re-state or agree.* While responses can be made throughout the week, all postings must be completed before 11:59 PM on Sunday of the week in order to earn credit.

LEARNING ENVIRONMENT:

Though online, you will be working closely with your classmates in a variety of ways, including group work/assignments and class discussion. This interaction is vital to the goals of the class and your growth as a student, so it is essential that we create and maintain a safe and respectful learning environment. Always be considerate of others, and approach discussion with the mindset of learning from one another and the course material. Make it a point to learn about different backgrounds and perspectives rather than making unsolicited value judgments. It will be addressed immediately if any of your actions threaten the positive learning environment of the class. This includes harmful words toward others or specific groups as well as causing disruptions that distract others.

QUIZZES:

I will give 3 or more announced and unannounced quizzes. Their content will vary (either solely based upon material from the weekly readings or possibly combinations of the readings and lecture notes). If you miss these quizzes they cannot be "made up" and you will receive a zero (0) for that week's quiz; however, if you miss a quiz because of an emergency and can provide proper documentation, it will not count against you.

RESPONSE PAPERS:

There will be at least five response and reflection papers (approximately 1-3 pages) during the semester. The response and reflection papers must be typed and uploaded to D2L by the due date. The response should address the reading scheduled for that week and/or the questions provided. Occasionally, I will provide a topic to write about; in some cases, you will be free to write about issues you identified or critical observations that you made while reading.

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GUIDELINES FOR FORMATTING AND SUBMITTING WRITTEN WORK:

You will be given specific guidelines in terms of the goals and content of each paper. All of these assignments must be typed, MLA formatted and Times New Roman or Arial font, double spacing, and one inch margins. If these guidelines are not followed, the assignment will be penalized. All essays need to be submitted through D2L in Microsoft Word or PDF format. Do not try to upload work from your Google Drive; it is incompatible with the D2L system and will not appear on the screen. If you run into problems submitting work to D2L, contact the Oakton computer lab to get the issue rectified immediately. Links to Google Docs or email submissions are not acceptable and cannot/will not be viewed. However, you can change Google documents to a DOC or PDF file within Google Docs.

COMPUTER OR D2L ISSUES:

I am not computer lab technician or expert. If you are experiencing technological challenges, please reach out to our computer lab staff for support. Link to computer labs for help with computer or D2L-related issues:

https://www.oakton.edu/about/officesanddepartments/info_tech/labs/index.php

LATE WORK:

Assignments/Written Responses - As stated, you get two late assignments (two-day grace period) for the entire semester (without penalty).

Online DBQs - Original responses to these questions are due *by 11:59 PM on Sunday* of the particular week, although discussion will continue until the end of the weekend. All postings must be completed before 11:59 PM on Sunday of the week in order to earn credit. Missed online discussion participation opportunities **cannot** be made up and you will lose access to the discussion board once we have finished discussing it.

Essays – You get two weeks to complete all essays. There are three 4-5 pg essays.

Quizzes – If you miss these quizzes they cannot be “made up” and you will receive a zero (0) for that week’s quiz; however, if you miss a quiz because of an emergency and can provide proper documentation, it will not count against you.

There is a heavy work load in a literature course. If you have any problems keeping up with the workload, discuss it with me. Let me know what’s going on and how I can help rather than avoidance behavior and not handing anything in. This doesn’t mean you’ll get a free pass, but it does mean we’ll work on solving the problem together. If you find that the workload is too intense after the first week, it might be best to drop the course. If you do not have your required books for the course by the third day, it might be best to drop as well. Reading and understanding literature takes time and that means being wholly prepared to start from the very beginning.

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NATURAL CONSEQUENCES: I believe heavily in natural consequences and outcomes. If you fall behind in your reading, naturally, you will struggle with discussions, assignments, essays, and ultimately, the course. On the other hand, if you keep up with your reading load, engage fully in the course, ask questions during office hours when you are struggling with material, and do all of the assignments to the best of your ability and turn them in and in a timely manner, then you will likely succeed in this course. It's about effort and maturity. I believe in providing college-level support, but I do not coddle students. I will not beg you to do your work or to engage in the course. That is your charge. You are responsible, serious adults and I expect that to be fully evident in your output and actions.

TECHNOLOGY:

Almost all of your work for this class will be composed on a computer. It is therefore strongly advised that you continually save backup files of your work. Have a copy on your hard drive and a backup elsewhere, such as on a flash drive or in cloud service like Dropbox. If your computer spontaneously combusts, I will feel sorry for you, but I will still expect your work to be handed in on time. Further, it is strongly advised that you double-check any work you hand in on D2L. It's your responsibility to ensure that the correct version has been uploaded.

DISABILITIES and OTHER ACCOMMODATIONS:

Oakton College values equity and the diversity of learners and community members we serve. We strive to make all learning experiences as accessible as possible. If you encounter a course, program or activity that is not accessible, or you wish to request disability-related accommodations, please contact the Access and Disability Resource Center at accessdisability@oakton.edu or 847-635-1489.

Oakton Community College is committed to maintaining a campus environment emphasizing the dignity and worth of all members of the community, and complies with all federal and state Title IX requirements.

Resources and support for

- pregnancy-related and parenting accommodations; and
- victims of sexual misconduct can be found at www.oakton.edu/title9.

Resources and support for LGBTQ+ students can be found at www.oakton.edu/lgbtq.

Electronic video and/or audio recording is not permitted during class unless the student obtains written permission from the instructor. In cases where recordings are allowed, such content is restricted to personal use only. Any distribution of such recordings is strictly prohibited. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments.

For students who have been approved for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation by Oakton's

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Access Disabilities Resource Center (ADRC), applicable federal law requires instructors to permit those recordings. Such recordings are also limited to personal use. Any distribution of such recordings is strictly prohibited.

Violation of this policy will result in disciplinary action through the Code of Student Conduct.