ACH 102 SECTION 11
FRANCOPHONE AFRICAN DIASPORA: POLITICS AND PROTEST THROUGH MUSIC
Spring Semester 2014

Course Instructor’s Information
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Email: Prosper.Sanou@stonybrook.edu
Phone: 631-632-7439
Office Hours: Mondays & Wednesdays 10:00AM - 2:00PM (and by appointment)

ACH 102 Course Description
A seminar for all first-year students in the Undergraduate College of Arts, Culture, and Humanities.

ACH Course Goals
• Improve critical thinking by developing evaluative, problem-solving, problem-posing, and expressive skills.
• Enhance group communication skills through discussions, small-group work, presentations and debates.
• Develop intellectual curiosity and better understand the role of a student in an academic community.

ACH Program Attendance Requirement
ACH students are required to attend two ACH events during the Spring semester. Students should visit the ACH website (http://www.stonybrook.edu/ucolleges/ach/) for updated information about the events. **University Scholar students are strongly encouraged to attend ACH programs, but are not required. Scholars have their own requirement, which includes at least one Scholars (for-credit) event and one ACH (for-credit) event per semester, or two Scholars (for-credit) events.**

Spring Commons Day
All students in a Freshman 102 Seminar are required to attend a Spring Commons Day Event on Wednesday, March 26, 2014. For more information about this day visit: http://ucolleges.stonybrook.edu/spring-commons-day

Section 11 Seminar Description
An introduction to Francophone African Diaspora through rebel and protest music. The course focusses on how “la musique engagée” from the Francophone African diaspora reflects attitudes towards destiny, life and death, and becomes a site of resistance to multiple systems of oppression. Revolutionary movements in France and in the Francophone African World (decolonization, liberation struggles, resistance, “altermondialisme”, and empowerment) are addressed through rebel songs from France and the Francophone African Diaspora. Students will have an understanding of the clashes between art, government, and the culture of political/social activism by studying radical/protest musical responses to key event in the history of France and the Francophone African World.
Seminar Learning Objectives
At the end of this seminar, students will be able to
• understand and enumerate the main historical components of Francophone African Diaspora in Europe and in the world.
• define types of contemporary connections existing between Africa, Europe and America.
• describe aspects of group or individual identity formation specific to people of African descent in Europe and America.
• discuss issues of immigration, decolonization, alienation, empowerment, gender, and racism as voiced by Francophone African diasporas.
• analyze the relationships between music and society.
• assess the function and purpose of music as it relates to social and political movements.
• define the evolution of protest songs and social movements in Francophone African Diasporas in Europe and in the world.
• situate protest songs within the cultural, technological, and economic concerns in which they exist.
• respond to songs and the opinions of songwriters and critics through writing and online discussions.
• write a formal critical analysis of an individual protest song.
• prepare and write a documented essay analyzing the larger themes, functions, and/or purposes of protest music.

This class will at times deal with controversial issues and lyrics. Students should be able to tolerate viewpoints different from their own, as well as creative and cultural diversity in the arts.

Course Materials/Resources
• No required textbook.
• Readings and links to songs/texts posted on Blackboard.

Evaluation/Grading Breakdown
All first-year seminars are graded on an A-C/U basis.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 - 94</td>
<td>A</td>
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<tr>
<td>93 - 88</td>
<td>A-</td>
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<tr>
<td>87 - 83</td>
<td>B+</td>
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<td>82 - 78</td>
<td>B</td>
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<td>77 - 74</td>
<td>B-</td>
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<td>73 - 70</td>
<td>C+</td>
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<tr>
<td>69 - 66</td>
<td>C</td>
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<tr>
<td>65 and below</td>
<td>U</td>
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Course Assignments/Requirements

Attendance (10%)
Attendance and participation are integral parts of this course. Your active involvement is expected in every class session. As participation is intimately tied to attendance, unexcused absences or tardiness will result in a lower participation grade. More than two excused absences may also result in a lowered grade. Students who are unable to attend class are expected to inform me via e-mail and are responsible for the work. It is suggested that you acquire the phone number of one or two classmates in order to find out exactly what was covered in any class that you might miss or leave early. This will also allow you to remain current on assigned work. The following situations may constitute excused absences: illness, family emergency (sick child, death in family, etc.), religious holiday or other verifiable or documented emergencies.

Weekly Discussion Board Responses (30%)
Students will use the Discussion Board/Forum to maximize the negotiation, personalization, and connection of course content to broader issues. You are expected to use the Discussion Board/Forum (on Blackboard) weekly to initiate, support, and advance critical discussion of the assigned material.
You are expected to read weekly assigned materials and/or to listen to weekly assigned song on Blackboard. After reading the assigned material and/or listening to the assigned song, complete the weekly assignment. The exact task for each assignment varies. In most cases, these assignments ask you to produce a 400-500 word discussion (single spaced) that responds to a specific topic, theme, and/or song. Specific prompts, directions, and due dates are provided in each week’s task. These “responses” will not be submitted directly to the professor, but instead will be posted on the Discussion Board on Blackboard, which will allow other students to read and analyze/respond to your ideas. In this sense, each student will continuously provide new content and discussion topics for the course. Your “responses” should demonstrate your perspective on the concepts introduced in the readings and/or songs thus providing your analysis and critique of the protest songs and texts that accompany them. Your postings need not always be refined, but they do need to initiate meaningful discussion or contribute meaningfully to some discussion already underway. (Posts that simply say, “I (dis)agree,” or that praise or critique the writer will not be deemed “meaningful.”)

Additionally, you are expected to reply to at least two (2) posted responses per weekly assignment. The quality, not the quantity, of comments is what is important. Feel free however to comment and discuss as much as you like.

**Group Project (30%)**

In group of two or three, you will write a formal analysis of individual songs and the evolving themes of protest music in American society (or any other society). This group paper assignment (1500 words) asks students to produce a close reading/explication of an individual song (or compare/contrast two songs), explaining and analyzing how its collective components work to question, support, or comment on a social or political issue. Your group will present orally their project to the class. (Specifics about the assignment requirements, oral presentations, and due date are posted on Blackboard).

**Final Course Paper (30%)**

The Final Analysis Paper assignment (2000 words) asks students to produce a thesis-based analysis of how individual songs and songwriters reflected, contributed to, protested against, and/or inspired a social or political movement in Francophone African Diasporas. Students will base their claims around the themes and social issues explored throughout the semester, using primary and secondary sources to support their thesis. (Specifics about the assignment requirements and due dates are posted on Blackboard). Deposit your Final Analysis Paper electronically in a dropbox on Blackboard labeled “Final Paper Dropbox” by or on prescribed due date.

**Course Grade Computation**

Final Grades will be calculated using the following percentages:

- **Attendance** 10%
- **Weekly Discussion Board Responses** 30%
- **Group Project/Oral presentation** 30%
- **Final Analysis Paper** 30%

**Grading Standards and Expectations**

Along with the students’ adherence to the assigned prompt and engagement with artistic concepts and themes, the papers assigned in this course will be assessed and graded by the following standards:

**A** Outstanding work. Superior performance according to the criteria of clarity of expression and logical development of a central idea. Shows originality of thought and imaginative competence in the development of the material. Engages and holds the reader’s attention and invites rereading. Style of the writing is consistently fluent, polished, and distinctive.

**B** High level of effectiveness in the organization and development of a central idea. Shows complexity of thought and development, while sustaining clarity in expression. Few or none of the
common errors in the use of conventional written English. Style of the writing is generally fluent and polished.

C Satisfactory performance. Demonstrates positive qualities and avoids serious errors. Positive qualities include the presentation of a central idea that is adequately developed and competently organized. Errors to be avoided include serious flaws in the construction of paragraphs and sentences, in the selection of appropriate words, and in the use of conventional written English. Style of the writing is generally clear.

U Unsatisfactory performance and/or unacceptable performance. Flawed by any one or several of the following: weakness in establishing or developing a central idea; serious errors in sentence or paragraph construction; serious errors in grammar, spelling, or the mechanics of written expression; failure to follow the assigned topic; failure to conceive, state, or develop a central idea; serious repeated errors in sentence construction or paragraph development; serious repeated errors in grammar, spelling, or the mechanics of written expression.

Course Calendar
This seminar has a 2 hours per week for 7 weeks meeting pattern [January 27 to March 14]. The course calendar outlines the general themes covered in the course each week. The topics and themes explored in each section, the material and assignments are posted to Blackboard.

*This calendar is descriptive, not prescriptive. Modifications and/or revisions will be announced on Blackboard if/when needed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Theme</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>29 Jan</td>
<td>Introduction to course</td>
<td>See on Blackboard task to be done and/or due.</td>
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<tr>
<td></td>
<td>Discussion of syllabus</td>
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<td></td>
<td>Individual introductions</td>
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<td></td>
<td>Defining protest song</td>
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<tr>
<td>05 Feb</td>
<td>Colonialism</td>
<td>See on Blackboard task to be done and/or due.</td>
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<tr>
<td></td>
<td>Neocolonialism</td>
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<td></td>
<td>Imperialism</td>
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<tr>
<td>12 Feb</td>
<td>Worker’s right</td>
<td>See on Blackboard task to be done and/or due.</td>
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<td></td>
<td>Immigration</td>
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<td>19 Feb</td>
<td>Women’s issues</td>
<td>See on Blackboard task to be done and/or due.</td>
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<td>Sexism</td>
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<td>26 Feb</td>
<td>Anti-commercialism</td>
<td>See on Blackboard task to be done and/or due.</td>
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<td></td>
<td>Altermondialisme</td>
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<td></td>
<td>Enviromentalism</td>
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<tr>
<td>05 Mar</td>
<td>Oppression and corruption</td>
<td>See on Blackboard task to be done and/or due.</td>
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<td>Anti-establishment protest</td>
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<tr>
<td>12 Mar</td>
<td>Group project presentations</td>
<td>See on Blackboard task to be done and/or due.</td>
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<tr>
<td></td>
<td>Concluding remarks</td>
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</tbody>
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Course Evaluations
Stony Brook University values student feedback in maintaining the high quality education it provides and is committed to the course evaluation process, which includes a mid-semester assessment as well
as an end-of-the-semester assessment, giving students a chance to provide information and feedback to
an instructor which allows for development and improvement of courses. Please click the following link
to access the course evaluation system: http://stonybrook.campuslabs.com/courseeval/

Disability Support Services (DSS) Statement
If you have a physical, psychological, medical, or learning disability that may impact your course work,
please contact Disability Support Services (631) 632-6748 or http://studentaffairs.stonybrook.edu/
dss/. They will determine with you what accommodations are necessary and appropriate. All
information and documentation is confidential. Students who require assistance during emergency
evacuation are encouraged to discuss their needs with their professors and Disability Support Services.
For procedures and information, go to the following website: http://www.stonybrook.edu/ehs/fire/
disabilities/asp.

Academic Integrity Statement
Each student must pursue his or her academic goals honestly and be personally accountable for all
submitted work. Representing another person’s work as your own is always wrong. Faculty are required
to report any suspected instance of academic dishonesty to the Academic Judiciary. For more
comprehensive information on academic integrity, including categories of academic dishonesty, please
refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Critical Incident Management
Stony Brook University expects students to respect the rights, privileges, and property of other people.
Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts
their ability to teach, compromises the safety of the learning environment, and/or inhibits students’
ability to learn.

Class Protocol
It is understood that public use of a cell phone in class is both rude and disruptive. Please ensure that
your phone is on vibrate or silent when you enter class. If you need to receive or send a text message
and/or phone call, you are expected to leave the room as unobtrusively as possible, and complete your
communication quickly. The same philosophy applies for any situation that necessitates your absence
from the classroom during the lesson.

Although a laptop is often used as a learning tool or device by some, its use is also sometimes abused
by students who multitask by doing other assignments, playing games, or responding to e-mail. You are
free to use your laptop in class as long as you remain on task and are using it for the work that we are
covering at that time. Any other use will result in the banning of such privilege during the class session.
In the same vein, it is expected that you refrain from doing other course work or reading while in class.

Electronic Communication Statement
Email and especially email sent via Blackboard (http://blackboard.stonybrook.edu) is one of the ways
the faculty officially communicates with you for this course. It is your responsibility to make sure that
you read your email in your official University email account. For most students that is Google Apps for
Education (http://www.stonybrook.edu/mycloud), but you may verify your official Electronic Post
Office (EPO) address at http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-
address-in-the-epo. If you choose to forward your official University email to another off-campus
account, faculty are not responsible for any undeliverable messages to your alternative personal
accounts. You can set up Google Mail forwarding using these DoIT-provided instructions found at http://
it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail. If you need technical assistance,
please contact Client Support at (631) 632-9800 or supportteam@stonybrook.edu