

Curriculum Example #3

B.A. in Liberal Studies with Concentration in Global Studies

For this example, students participate in the following study abroad opportunities:

1. AEA's Arts and Culture in Mali Program
2. Direct enrollment program available through one of Antioch University's partner institutions abroad (possibilities include: University of Tubingen in Germany; Fundacion Universidad de las Americas, in Puebla, Mexico; Ryukoku University in Kyoto Japan; the University of Copenhagen in Denmark)

Program Director and Faculty

Nicholas Hockin, Ph.D. Candidate Music (Ethnomusicology), Wesleyan University; M.A. Music (Ethnomusicology), Wesleyan University.
(Director of Arts and Culture in Mali Program)

Arts Mentors and Guest Lecturers are drawn from an abundance of established professional artists, musicians, dancers, and artisans living in Bamako.

AUS Faculty

Marcia Tate Arunga (Core Faculty), M.A. Pacific Oaks College

Nada Elia (Core Faculty), Ph.D., Purdue University.

Mary Lou Finley (Core Faculty), Ph.D., University of Chicago.

Gwendolyn Jones (Core Faculty), Ph.D., University of Washington.

Courses

Part I: Required Courses Offered on AEA's Arts and Culture in Mali Program

Apprenticeship/ Arts Practicum (4 semester credits)

This course is designed to foster the development of a meaningful mentor/apprentice relationship between students and established professional Malian artists, musicians, dancers, and artisans. Through observation and participation in the lives of their mentors, students develop significant skill in and understanding of one primary arts discipline, including indigenous terminology and current and historical socio-cultural, political, and economic contexts. Living with their

mentor's family during the homestay period further promotes sustained, in-depth focus on an artistic creative independent project. In addition, a significant degree of self-reflexivity is developed and documented through ethnographic journaling.

Traditional and Modern Perspectives on Malian Culture (4 semester credits)

This course is designed to provide students with an in-depth understanding of the multifaceted nature of historical and contemporary Malian cultures. Extensive readings and written assignments based on primary research and secondary source materials are paired with lectures, seminars, and field trips to museums, cultural centers, historical sites, cities, towns, and villages, providing students with exposure to the breadth of contemporary and traditional Malian cultural issues.

Aesthetic Traditions of Mali (4 semester credits)

Mali is renowned as home to some of the world's most impressive art, dance, and music traditions. This course is designed to provide students with an overview of the wide variety of arts and artisan practices in Mali, including adobe (mud brick) architecture, blacksmithing, dance, drumming, film, horizontal strip-loom weaving, pottery, puppetry, singing, and textile-dyeing techniques (bogolan and indigo).

Students select one of the following language courses(4 semester credits):

Introductory French

Intermediate French

Advanced French

Introductory Bamanankan Language

Part II: In addition to the courses on the Arts and Culture in Mali program, in the second semester of study abroad, students will complete additional courses in support of this concentration. Course offerings will depend on where the student chooses to study abroad.

Part III: During residence at Antioch Seattle, students may select courses from the following samples:

Indigenous Art & Literature (3-4 quarter credits)

Examines several forms of art and literature across time and place.

The African American Experience (3-4 quarter credits)

Develops an analysis of the social, economic, political and cultural role of the African in American society, blending historical linkages through chronology (African heritage, slavery, Reconstruction, agrarian experience, urban migration) with social systems and institutions (family, church, work). Students explore the historical and socio-political experiences, the myths and realities of the African American experience.

Brown Thought and Activism (3-4 quarter credits)

When middle-class white women were campaigning for the right to work outside the home, Black women were organizing to break the yoke of servitude. Focuses on the parallel history of U.S. women of color, often absent or seriously underrepresented in general women's and cultural studies classes.

Literature of Displacement (3-4 quarter credits)

With essays and novels by today's immigrants, refugees and indigenous peoples, students look at specific factors that motivate or force people to leave their countries or to become alienated in their historical homeland. Students also examine the similarities in the circumstances of displaced peoples (illusions, initial setbacks, hopes, expectations, opportunities or lack thereof, hardships etc.), as the course shatters some myths about immigration as the gateway to a brighter future.

Postcolonial Protest Narratives (3-4 quarter credits)

A look at narrative strategies used by the colonized and formerly colonized to denounce their own oppression and dispossession in the 20th and 21st centuries. The assigned readings include representative selections from the major directions that literature of protest has taken in various parts of the postcolonial world.

Community Organizing in History (3-4 quarter credits)

Community organizing is a practice that involves affected groups and people in grassroots, democratic efforts for social, economic and/or political change aimed at improving the quality of their lives and building stronger communities. Students examine individuals and the accomplishments of their movements, both past and present, and the various methods and strategies that make community organizing effective today.

Wealth and Poverty (3-4 quarter credits)

Poverty in the midst of plenty is a striking aspect of American social life. Students explore issues of poverty, such as homelessness, what is called welfare reform/repeal and the particular problems of women and people of color. Students seek to understand what changes have brought about the economic struggles of the middle class, such as downsizing. Students also seek to understand how these many changes have resulted in a redistribution of wealth upward.

Children and Social Policy (3-4 quarter credits)

Explores key social policy issues that affect children, such as the debate over welfare reform, policies affecting at-risk children, controversies about approaches to child abuse and issues that affect public education. Strengthens understanding of political processes important to policy decision-making and explores ways social policy is affected at the state and federal levels through avenues such as lobbying, lawsuits, demonstrations, projects and the legislative process.