

## Cover Sheet: Request 13062

### SSA 3XXX Yoruba Culture and Customs

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kole Odutola kodutola@ufl.edu
Created	9/16/2018 7:03:52 PM
Updated	11/5/2018 10:58:16 AM
Description of request	This is a request for a new SSA course: Yoruba Culture and Customs.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Kole Odutola		9/16/2018
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Kole Odutola		9/25/2018
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Kole Odutola		9/25/2018
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Kole Odutola		10/15/2018
Sample_Classroom_Discussion_rubric.pdf					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		10/10/2018 10/16/2018
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		11/5/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/5/2018
No document changes					
Statewide Course Numbering System					
No document changes					

Step	Status	Group	User	Comment	Updated
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 13062

### Info

**Request:** SSA 3XXX Yoruba Culture and Customs

**Description of request:** This is a request for a new SSA course: Yoruba Culture and Customs.

**Submitter:** Youssef Haddad yah@ufl.edu

**Created:** 10/16/2018 5:05:17 PM

**Form version:** 7

### Responses

**Recommended Prefix** SSA

**Course Level** 3

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Yoruba Culture & Customs

**Transcript Title** Yoruba Culture

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus

**Co-Listing** No

**Co-Listing Explanation** N/A

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Highlights selected cultural practices followed with changes that have taken place in the culture over time. Presents a balanced and authentic picture of what can be regarded as culture and customs in present-day Yoruba society through a blend between traditional culture and modifications to such cultural practices and philosophy .

**Prerequisites** IUF 1000

**Co-requisites** N/A

**Rationale and Placement in Curriculum** Learners will become cross-culturally proficient as they critically evaluate ideas and cultural practices different from theirs. It will also prepare them for learning the Yoruba language. The course will count toward the major in FLL - African Languages.

**Course Objectives** By the conclusion of this course, it is expected that students will:

-Identify Yoruba cultural aspects and customs

-Critically analyze text and context related to Yoruba culture

-Interrogate past practices and present situation/realities

**Course Textbook(s) and/or Other Assigned Reading** Toyin Falola & Akintunde Akinyemi (Eds.), Culture and customs of the Yoruba; Pan-African University Press, 2017, pp. 1040.

**Weekly Schedule of Topics** Week 1

Introduction to the course

Reading Material: To be found online at <https://www.everyculture.com/wc/Mauritania-to-Nigeria/Yoruba.html>

Week 2: Traditional Communication

What can be learned from understanding how a people communicate?

Reading Material: Akinbiyi Akinlabi and Harrison Adeniyi (2017). The Language and its Dialects

(pages 31 to 41). In Toyin Falola & Akintunde Akinyemi (Eds.), Culture and customs of the Yoruba; Pan-African University Press, 2017.

#### Week 3: Names: Spiritual & secular meanings

Names and naming in Yoruba culture are very important pillars of the culture. What a person is addressed as has both secular and spiritual connotations.

Reading Material: Harrison Adeniyi (2017). Naming, Names, and Praise Names (pages 85-95). In Toyin Falola & Akintunde Akinyemi (Eds.), Culture and customs of the Yoruba; Pan-African University Press, 2017.

#### Week 4: Slang, Insults & Curses

There are negative sides to every culture and Yoruba culture has no immunity against such negative tendencies and cultural practices.

Reading Material: Lere Adeyemi "Ribald Language: Insults, Slang, and Curses" (pages 113 to 123). In Toyin Falola & Akintunde Akinyemi (Eds.), Culture and customs of the Yoruba; Pan-African University Press, 2017.

#### Week 5: Storytelling: Theory & practice

Yoruba and storytelling: theory & practice. The sessions will look at a number of articles and storytelling performances.

Reading Material: Ademola Dasylva. Folklore, Oral Tradition, and Oral Literature (pages 139 to 158). In Toyin Falola & Akintunde Akinyemi (Eds.), Culture and customs of the Yoruba; Pan-African University Press, 2017.

#### Week 6: Creative expressions: Arts & crafts

A people can also be known through their works of art and the value placed on such items.

Reading material: Abimbola O. A?ojo (2017). Architecture: Transition from Indigenous to Modern, (pages 191- 201). In Toyin Falola & Akintunde Akinyemi (Eds.), Culture and customs of the Yoruba; Pan-African University Press.

#### Week 7: Belief systems

"Religion, Festivals, and Belief System."

Reading Material: ??gun Ogungbemi (2017). Traditional Religious Belief System (309 to 324). In Toyin Falola & Akintunde Akinyemi (Eds.), Culture and customs of the Yoruba; Pan-African University Press.

#### Week 8: Divination systems

(Belief system continues)

Reading material: Omotade Adegbindin (2017). Divinatory Systems (363-378). In Toyin Falola & Akintunde Akinyemi (Eds.), Culture and customs of the Yoruba; Pan-African University Press.

#### Week 9: Economy and Economic Systems

Reading material: Saudat Adebisi O?layide Hamzat (2017). Economy, Commerce, and Wealth (511-519). In Toyin Falola & Akintunde Akinyemi (Eds.), Culture and customs of the Yoruba; Pan-African University Press.

#### Week 10: Oral presentations/mid term

Presentations/mid term

1000 word essay for mid-term. A reflection of what has been covered thus far. Choose a culture and reflect on what you know about it. (150 points)

#### Week 11: Traditional family structures

Reading Material: Adebola Bolajoko Dasylva (2017). Family, Indigenous Education System and Discipline (709-720). In Toyin Falola & Akintunde Akinyemi (Eds.), Culture and customs of the Yoruba; Pan-African University Press.

#### Week 12: Food, drinks & snacks

learning from what Yoruba people eat and how the meals are consumed.

Reading Material: Olufadekemi Adagbada (2017). Cuisines and Food Preparation (481-494). In Toyin Falola & Akintunde Akinyemi (Eds.), Culture and customs of the Yoruba; Pan-African University Press.

Week 13: Yoruba music

Reading material: Bode Omojola (2017). Music and Dance in Culture and Performance (407-420). In Toyin Falola & Akintunde Akinyemi (Eds.), Culture and customs of the Yoruba; Pan-African University Press.

Week 14: Popular songs & performances

Exploration of videos and websites on Yoruba culture  
Popular songs

Week 15: Final projects: Consultations & feedback

Final projects

**Links and Policies** Requirements for class attendance and make-up exams, assignments, and other work in this

course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Summary results of these assessments are available to students at

<https://evaluations.ufl.edu/results/>

**Class Demeanor**

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

**University Honesty Policy**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Accommodations**

Students 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. For more information see <http://www.dso.ufl.edu/drc>.

**Resources Available for Students**

**HEALTH AND WELLNESS**

U Matter, We Care: [umatter@ufl.edu](mailto:umatter@ufl.edu); 392-1575

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161

University Police Department: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies).

**ACADEMIC RESOURCES**

E-learning technical support: [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu); <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)

- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601

- Library Support: <http://cms.uflib.ufl.edu/ask>

- Teaching Center: Broward Hall; 392-2010 or 392-6420

- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/> ; 846-1138

**Grading Scheme** Participation: (100 points): Since a major aspect of this course is class and group discussion, you

should be prepared to show evidence of preparation. Each student will produce five type-written questions based on the reading of the week. This means students should have read the assigned reading and thought about them. Students need to be actively engaged with their classmates, contribute original ideas, discuss classmates' ideas, and have a positive impact on the class discussion. The questions and a rubric will be used in the evaluation process, distributed separately.

Weekly assignments (100 points): Students will be asked to prepare weekly journals and/or group assignments. These assignments will vary in nature and may include reaction notes, comparisons with their own culture, or group activities. Details of the week's assignment will be provided during the last session of each week to be completed for the following week. Grades for these assignments will be based on student's preparation and performance of specific task in class.

Written Assignments (200 points): There will be three short individual written assignments. In these assignments students will be asked to respond to a short text or an article that will later be discussed in class. These assignments will be 2 pages in length. For due dates please see course calendar.

Midterm Paper (150 points) Each student will choose, in consultation with the instructor, a topic that addresses some of the issues and texts discussed in class. 1000 words minimum

Oral presentation: (150 points).

Final Paper (300 points): Each student will choose, in consultation with the instructor, a broad issue that addresses some of the cultural practices and customs that are discussed in class. 2000 words minimum

930-1000 = A

900-929=A-

870-899 = B+

830-869 =B

800- 829 = B-

770-799 = C+

730-769 = C

700-729 = C-

670-699 = D+

630-669 = D

600-629 = D

Below

600 =E

**Instructor(s)** Kole Odotola

## Rubric for Classroom Discussion

Task Description: (Teacher may explain specific assignment in this space.)

Criteria	weight	Exemplary (A)	Effective (B)	Minimal (C)	Unsatisfactory (D)	Absent (E)
<b>Level of Engagement</b>	50%	<input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis <input type="checkbox"/> Actively engages others in class discussions by inviting their comments <input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made <input type="checkbox"/> Effectively identifies and summarizes main points	<input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis <input type="checkbox"/> Often engages others in class discussions by inviting their comments <input type="checkbox"/> Challenges the accuracy and relevance of statements made <input type="checkbox"/> Identifies and summarizes main points	<input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions <input type="checkbox"/> Sometimes has an understanding of main points <input type="checkbox"/> Identifies and summarizes some of the main points	<input type="checkbox"/> Fails to contribute to class activities <input type="checkbox"/> Fails to invite comment/opinions from other students <input type="checkbox"/> Demonstrates little understanding of main points <input type="checkbox"/> Does not identify or summarize main points	
<b>Preparedness</b>	25%	<input type="checkbox"/> Always prepared for class with assignments and required materials <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion	<input type="checkbox"/> Usually prepared with assignments and required materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions	<input type="checkbox"/> Seldom prepared with assignments and required materials <input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions	<input type="checkbox"/> Consistently unprepared for class <input type="checkbox"/> Expresses no relevant foundational knowledge	
<b>Attitude</b>	25%	<input type="checkbox"/> Consistently positive, cooperative attitude during class <input type="checkbox"/> Always supportive of other students' ideas	<input type="checkbox"/> Usually positive and cooperative with classroom projects and discussions <input type="checkbox"/> Often supportive of other students' ideas	<input type="checkbox"/> Seldom actively participates in classroom projects and discussions <input type="checkbox"/> Sometimes supportive of other students' ideas	<input type="checkbox"/> Rarely if ever participates in classroom projects and discussions <input type="checkbox"/> Occasional disruptive behavior	

Assignment Score \_\_\_\_\_ + Beyond/Bonus \_\_\_\_\_ = Final Score \_\_\_\_\_