

# COURSE SYLLABUS



COURSE TITLE: SOC-211: Introduction to Africa

CLASS SECTION: D01

TERM: 2025W

COURSE CREDITS: 3

DELIVERY METHOD(S): ONLINE

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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## INSTRUCTOR DETAILS

NAME: FRANCIS ADU-FEBIRI

EMAIL: [adufebir@camosun.bc.ca](mailto:adufebir@camosun.bc.ca)

OFFICE: PAUL 228

HOURS: Tuesdays & Thursdays 2:00 - 2:30 or By Appointment

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

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## CALENDAR DESCRIPTION

The course covers the ecosystem, social structure, and human factor of pre-colonial, colonial and post-colonial Africa. Within this framework and using theories and methods of sociology and African Studies, the issues of slavery, colonialism, globalization, health, culture, community, conflict, development, trade, education, inequality, and the African Diaspora are critically examined.

### PREREQUISITE(S):

One of:

- C in ENGL 151
- C in ENGL 161
- C in ENGL 163
- C in ENGL 164
- C in SOC 100

### CO-REQUISITE(S):

Not applicable

### EXCLUSION(S):

Not applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon completion of this course a student will be able to:

1. Identify and assess the realities and misconceptions of African life, culture, economy, politics, and aspirations in the global community.
2. Critically assess Western media representations of Africa and Africans on the continent and in the Diaspora.
3. Explain Africa's resilience and hope in the contexts of social, political, economic and health crises.
4. Analyze the impact of Colonial education on Africa's history, demography, health, culture, languages, indigenous knowledge, technological development, politics, economics, social inequalities, and the human factor.
5. Outline the interconnections among the African ecosystem, African civilizations and the disruptions of African civilizations by the slave trade, colonialism and globalization.
6. Apply critical thinking and sociological paradigms to theories and methods of African Studies.
7. Identify a relevant need of Africa and contribute to meeting this need.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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Moseley, William.

Fourth Edition 2012 *Taking Sides: Clashing Views on African Issues*. Boston: McGraw Hill.

Stevenson, Kris Coffin.

2013. *Beneath The Baobab Tree: Where Poverty Dies and Hope Begins*, Stevensville, Montana: Stoneydale Press.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

<u>WEEK</u>	<u>MODULE</u>	<u>DATE</u>	<u>THEMES, READINGS &amp; GUIDING QUESTIONS</u>
		<b>JAN</b>	
<b><u>Week 1</u></b>	<b><u>Backgro und Module</u></b>	<b><u>6-10</u></b>	<b><u>Theme:</u></b> <i>Africa Before Occidental and Oriental Domination</i>  <b><u>Readings:</u></b> Chapter 2 of Ofori-Amoah (2020): <i>Africa's Geography: Dynamics of Place, Cultures, and Economies</i> . First Edition.  A QUESTION to guide your reading: <b><i>How did African societies look like before their domination by</i></b>

			<b><i>Western and Eastern Powers?</i></b>
<b><u>Week</u> <u>2</u></b>	<b><u>Module</u> <u>1</u></b>	<b><u>13 - 17</u></b>	<p><b><u>Theme:</u> <i>Hyperreal Africa Parts 1 &amp; Part 2</i></b></p> <p><b><u>Readings:</u></b> Fourth Edition of Moseley: Introduction (pp.xx – xxiv)</p> <p>A QUESTION to guide your reading: <b><i>What are the dominant stories and counter-stories of the social construction of Africa?</i></b></p>
<b><u>Week</u> <u>3</u></b>		<b><u>Tuesday</u> <u>21</u></b>	<p><b><u>ASSIGNMENTS A:</u> Based on Fourth Edition of Moseley: Unit 1 Issue 1 or Issue 4 Handouts uploaded on D2L Content.</b></p> <p><b><u>INDIVIDUAL ASSIGNMENTS A: Two Assignments Due by Tuesday 11:30 pm</u></b>  1)CRITICAL REVIEW #1  2)PROBLEM &amp; QUESTION #1</p> <p><b><i>Upload your individual Assignments A unto D2L Group Lockers and the Individual Assignments A Folder. Uploading procedures will be posted on D2L News.</i></b></p> <p><b><i>Assignments A instructions will be posted on D2L News.</i></b></p> <p><b><u>TEAM/GROUP ASSIGNMENTS A: Two Assignments Due by Thursday 11:30 pm</u></b>  1)CRITICAL REVIEW #1  2)PROBLEM &amp; QUESTION #1</p> <p><b><i>Connect with your team/group members through D2L Message Tool to organize a group discussion session on Camosun Zoom to select one of the individual Critical Reviews and one of the Problem Statements &amp; Questions for your team/group. You may create a new Assignments A if none of the individual ones meet the structural and content requirements of the assignments.</i></b></p> <p><b><i>List the names of your participating team/group members on your Team/Group Assignments A and upload on D2L Assignments A Group Submission Folder. Procedures will be posted on D2L News.</i></b></p>
		<b><u>Thursday</u> <u>23</u></b>	

		<u>Tuesday</u> <u>28</u>	<b><u>ONLINE CLASS DISCUSSION A</u> is due on Tuesday January 28 by 11:30 pm: Procedures will be posted on D2L News.</b>
<u>Week</u> <u>4</u>	<u>Module</u> <u>2</u>	<u>27 - 31</u>	<p><b><u>Theme:</u></b> <i>The Danger of a Single Story: Diversities in Africa</i></p> <p><b><u>Readings</u></b> Fourth Edition of Moseley: Unit 1 Issue 3</p> <p>A QUESTION to guide your reading: <i>How significant are the diversities in African countries/societies in understanding the development challenges of Africa?</i></p>
<u>Week</u> <u>5</u>	<u>Module</u> <u>3</u>	<b>FEB</b> <u>3 - 7</u>	<p><b><u>Theme:</u></b> Methodologies and Theories: Researching and Theorizing Africa</p> <p><b><u>Readings</u></b> Fourth Edition of Moseley: Unit 2 Issues 5-7</p> <p>A QUESTION to guide your reading <i>Why are the development projects/programs coming from the existing methodologies and paradigms/theories of development unable to resolve the continent's development challenges?</i></p>
<u>Week</u> <u>6</u>	<u>Module</u> <u>4</u>	<u>10 - 14</u>	<p><b><u>Theme:</u></b> The Family, Community and Culture in Africa Part 1</p> <p><b><u>Additional Reading:</u></b> Fourth Edition of Moseley: Unit 4 Issues 13-15.</p> <p>A QUESTION to guide your reading: <i>What are the socio-economic development implications of the changes in the Family, Community and Culture in Africa?</i></p>
<u>Week</u> <u>7</u>		<u>17 - 21</u>	<b>READING BREAK</b>



<u>Week</u> <b>9</b>	<u>Module</u> <b>4</b>	<b>MARCH</b> <b>3 - 7</b>	<p><b><u>Theme:</u></b> The Family, Community and Culture in Africa Part 2</p> <p><b><u>Additional Reading:</u></b> Fourth Edition of Moseley: Unit 4 Issues 13-15.</p> <p>A QUESTION to guide your reading: <b><i>What are the socio-economic development implications of the changes in the Family, Community and Culture in Africa?</i></b></p>
<u>Week</u> <b>10</b>	<u>Module</u> <b>5</b>	<b>10 - 14</b>	<p><b><u>Theme:</u></b> Education and Job Training in Africa Part 1</p> <p><b><u>Readings:</u></b> Stevenson, Kris Coffin. 2013: <i>Under the Baobab Tree</i></p> <p>A QUESTION to guide your reading: <b><i>What would it take to transform Africa’s “postcolonial” education and job training programs in ways that would efficiently facilitate sustainable development in African countries and communities?</i></b></p> <p>ASSIGNMENT TYPE 3 Based on the book, <i>Under the Baobab Tree</i></p> <hr/> <p>Thursday March 13 SUSTAINABLE DEVELOPMENT PRINCIPLES ASSIGNMENT DUE by 11:30 pm.</p> <ul style="list-style-type: none"> <li>• <b><i>Upload your report on D2L Assignments for grading</i></b></li> </ul> <hr/>
<u>Week</u> <b>11</b>	<u>Module</u> <b>5</b>	<b>17 - 21</b>	<p><b><u>Theme:</u></b> Education and Job Training in Africa Part 2</p> <p><b><u>Readings:</u></b> Adu-Febiri. 2014. “Educated for a world that does not exist: Issues in Africa’s education and job training”. <i>Review of Human Factor Studies</i>, Volume 20, Number 1, pp. 30-72: Uploaded onto D2L Content.</p> <p>A QUESTION to guide your reading: <b><i>What would it take to transform Africa’s “postcolonial” education</i></b></p>

			<p><i>and job training programs in ways that would efficiently facilitate sustainable development in African countries and communities?</i></p>
<u>Week 12</u>	<u>Module 6</u>	<u>24 - 28</u>	<p><b>Theme:</b> Africa and Globalization</p> <p><b>Readings:</b> Fourth Edition of Moseley: Unit 2 Issues 5-8 and Unit 5 Issue 18</p> <p><b>A QUESTION to guide your reading:</b> <i>What would help Africa to optimally benefit from its connection to the Global World?</i></p> <p><b>ASSIGNMENT TYPE 4</b></p> <hr/> <p>Due: Thursday March 27 COUNTRY PROFILE ASSIGNMENT DUE by 11:30 pm</p> <ul style="list-style-type: none"> <li><b>Upload your report on D2L Assignment for grading</b></li> </ul> <hr/>
<u>Week 13</u>	<u>Module 7</u>	<u>APRIL 1 - 4</u>	<p><b>Theme:</b> CONCLUDING REMARKS: AFRICA'S HOPE AND FUTURE</p> <p><b>Readings:</b> No required readings.</p> <p><b>A QUESTION to guide your reading:</b> <i>What conclusions have you come to about the hope and future of Africa after taking this course?</i></p>
<u>Week 14</u>		<u>7 - 11</u>	<hr/> <p>WORK ON YOUR TEAM/GROUP SERVICE-LEARNING REFLECTIVE REPORT.</p> <p><b>LEARNING QUESTION:</b> <i>What one significant thing have you learned from this project in the contexts of the contributions it has made to and the questions it has generated about the problems and solutions your project focused on?</i></p> <hr/>

	Monday	<u>April 14</u>	Friday April 14: Assignment Type 5: SERVICE-LEARNING PROJECT REFLECTIVE REPORT DUE by 11:30 pm. • <b>Upload your report on D2L Assignments by 11:30 pm</b>

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
Critical Review	14
Problem Statement & Question, Thesis Statement, and Main Argument	10
Class Discussion	6
Sustainable Development: Book Review	25
Country Profile	15
Service-Learning Project	30
	<b>TOTAL</b>
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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Evaluation of students will be based on critical reviews, problem statements & questions, thesis statements, main arguments, sustainable development principles, country profile, and service-learning. All the evaluation components will be graded on the basis of their sociological quality and evidence of integrated primary thinking skills. That is, understanding and application of sociological concepts and theories/paradigms rather than



regurgitation of memorized factual information. Critical thinking, creative thinking, design thinking, and sustainability thinking will be rewarded.

- **Critical thinking** is about the ability to assess or evaluate situations, issues, communication, books, articles, technology, policies, programs, projects, organizations, systems, communities, societies, countries, and/or the world to identify their substantive flaws or gaps or missing links or problems or what improvements are necessary (Adu-Febiri, 2014). The story of critical thinking is that new ideas are needed and abilities to spot unique opportunities are indispensable in making a sustainable difference.
- **Creative thinking** is about coming up with “original ideas that have value” (Robinson, 2008), that is, the ability to imagine and re-imagine ideas that could be used to resolve flaws, fill gaps, provide missing links, problem-solve, and/or provide improvements (Adu-Febiri 2014). The story of creative thinking is that there is hope because new ideas are always possible and there are always unique opportunities to discover something new and useful.
- **Design thinking** is the ability to use imagination to produce plans, source resources, and coordinate tasks and people to implement creative ideas (Adu-Febiri, 2014). The story of design thinking is that creative ideas provide unique opportunities to turn new ideas into sustainable products/services.
- **Sustainable Thinking** is the ability to proactively connect and integrate critical thinking, creative thinking, and design thinking processes to discover and apply unique opportunities to provide services/products that transform social interaction/relationships in ways that improve the quality of human condition without compromising the quality of the natural environment and the lives of people now and future generations. The story of sustainable thinking is that utilizing unique opportunities to improve the quality of human condition, the lives of future generations, and the environment matters (Adu-Febiri, 2023).

#### SCHOOL OR DEPARTMENTAL INFORMATION

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#### STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies;

demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the

appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the

“Attendance” section under “Registration Policies and Procedures”

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The

Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.