



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/soc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

| | | | | |
|-----|---------------|--|--------------------|--|
| (a) | Instructor: | Dr. Francis Adu-Febiri | | |
| (b) | Office Hours: | Tuesdays & Thursdays 11:00-1:20, Wednesday 10:00-11:20, Fridays 1:00-3:00, or By Appointment | | |
| (c) | Location: | P228 | | |
| (d) | Phone: | 250-370-3105 | Alternative Phone: | |
| (e) | Email: | adufebir@camosun.bc.ca | | |
| (f) | Website: | N/A | | |

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by Camosun College's Education Council.)

Upon completion of this course the 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.

3. Required Materials

(a) Texts

Moseley, William.

2009. *Taking Sides: Clashing Views on African Issues*, Third Edition. Boston: McGraw Hill.

Adjibolosoo, Senyo B-S.K. and Benjamin Ofori-Amoah (eds.).

1998. *Addressing Misconceptions About Africa's Development*. New York: The Edwin Mellen Press.

(b) Other

Mahajan, Vijay.

2009. *Africa Rising: How 900 Million African Consumers Offer More Than You Think*. Upper Saddle River, NJ.: Wharton School Publishing.

Azevedo, Mario.

2006. *African Studies: Survey of Africa and the African Diaspora*. Third Edition. Carolina Academic Press.

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Critical Reviews (20%):

Read carefully the chapter designated for Group/Class discussion in the course schedule and produce a ONE-PAGE double-spaced, standard font size critical review. Print one copy and bring it to class. Use the following structure in doing the critical reviews: **1) summarize the chapter's discussion by identifying its main theme, central question and main thesis; 2) provide an assessment (main strengths and weaknesses) of the chapter; and 3) suggest improvements based on the assessment.** Without bringing a hard copy of the review to class you will not be allowed to participate in the Group/Class discussion and you will receive a zero grade for that session.

Problem Statement & Question (10%):

i) Read the chapter(s) indicated in the course schedule and come up with one issue related to the theme of the chapters but are not resolved by the chapters. State this issue in RESEARCH PROBLEM STATEMENT format and formulate one QUESTION that flows from the problem statement; ii) Write/type the problem statement and the question on paper with your name on it and bring it to the group discussion; iii) In groups of three or four thoroughly discuss the problem statement and question of each student in the group; iv) As a group select one of the problem statements with its accompanying question or formulate new relevant PROBLEM and accompanying QUESTION that the chapter(s) fail to address adequately; v) Submit the individual and the group problem statements and questions with a list of your group members to the instructor for grading.

- **Note that a good problem statement is the one that SHOWS a relevant, substantive gap or flaw in the chapters you review for the assignment.**

Without bringing a hard copy of problem statement and question to class you will not be allowed to participate in the Group/Class discussion and you will receive a zero grade for that session.

Group/Class Discussions:

The intention of this aspect of the course is to engage the class in constructive discussions of pertinent conceptual, theoretical, empirical and practical issues neglected by the selected chapters. Each group/class discussion session requires a) one critical review of the designated chapter and b) one problem statement and question.

CLASS DISCUSSIONS

The problem statements and questions that the various groups generate will constitute the core of class discussions. In the class discussions each group, if necessary, will be asked to provide rationale for and defend the problem statements and questions it creates. **Evaluation of group discussions will be based on the statement of research problems formulated and questions created, supported and defended.**

Country Profile (10%):

A brief sketch of a selected country: Focus on colonial history, geography, demography, material and human resources, current socio-economic situation and human condition, a critical need, and proposed project/program to meet this need.

SERVICE LEARNING PROJECT: ORAL PRESENTATION (10%) AND REFLECTIVE PAPER (20%):

Get three or four partners from the class and come up with a project that focuses on a relevant, unresolved need of the African continent, region, country, community, diaspora, or an NGO. Develop and implement a project that would meet this need. Do an oral presentation and write a reflective report based on your experiences with the project. Show how the project utilizes and/or challenges selected concept(s), theory/theories, and/or methodologies introduced in this course.

The due date of the written report is Thursday April 8, 2010. **You lose marks for late submission of report--5 marks a day.**

Final Examination (30%)

The final examination will be held during the examination week.

The final examination will consist of one essay question, selected by the student from a choice of four or five final exam questions. The questions cover material from the interactive presentation, student oral presentations, critical reviews, problem statements and their accompanying questions, class discussions, and readings. The final examination will be graded on the basis of its sociological quality, its relevance, and clarity of thought and communication.

A grade of Zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

IMPORTANT NOTES:

- *On Thursdays between 2:15 and 2:55, the class will engage in African Awareness Committee's activities.*

- *Also Guest Speakers will be invited to present on selected topics*

COURSE SCHEDULE AND READING

ASSIGNMENTS

| WEEK | DAY | DATE | TOPICS AND READINGS |
|------|--------------|------------|-------------------------|
| 1 | Tue/Thursday | Jan. 05/07 | <i>Images of Africa</i> |

Interactive Lecture
Amoah
Moseley

Chapter 1 of Adjibolosoo & Ofori-
Introduction (pp.xx – xxiv) in
Chapter 2 of Mahajan 2009

2 Tue/Thursday Jan. 12/14 *Africa: Diversities and Universals*
Interactive Lecture **Chapter 8 of**
Adjibolosoo & Ofori-Amoah Unit 1
Issue 3 & Unit 2 Issue 6 in Moseley
Chapter 1
of Mahajan 2009

3 Tuesday Jan. 19 The Relevance of History to Africa's
Current Conditions

Group Discussion #1 **Unit 1 Issues 1 & 4 in Moseley**
a)CRITICAL REVIEW #1 DUE
b)PROBLEM STATEMENT & QUESTION #1 DUE

Class Discussion #1 Thursday January 21

4 Tue/Thursday Jan. 26/28 Theoretical and Methodological Issues
Interactive Lecture In African Studies
Chapters 1 & 2 of Azevedo

5 Tuesday Feb. 02 Gender Issues in Africa

Group Discussion #2 **Chapter 5 of Adjibolosoo & Ofori-Amoah**
a) CRITICAL REVIEW #2 DUE **Unit 4 Issues 12 & 13 of Moseley**
a) PROBLEM & QUESTION #2 DUE

Class Discussion #2 Thursday February 04

6 Tue/Thursday Feb. 09/11 Education and Job Training in Africa
Interactive Lecture **Adjibolosoo (ed.). 1996**

7a Tue Feb. 16 Education and Job Training in Africa
Interactive Lecture Continued **Adjibolosoo (ed.). 1996**

THURSDAY FEBRUARY 18: READING BREAK

- Prepare for Individual Critical review (12%) and Problem Statement & Question (6%).:

7b Tuesday Feb. 23 Africa: Sex, Health and Population Issues

Individual Work (18%): Chapter 2 of Adjibolosoo & Ofori-Amoah
a) CRITICAL REVIEW #3 DUE Unit 3 Issue 9 & Unit 4 Issue 14 in Moseley
b) PROBLEM & QUESTION #3 DUE

8 Tue/Thursday Feb. 23/25 Family, Community and Culture in Africa
Interactive Lecture **Chapters 20 & 22 of Azevedo**
Chapter 2 of Khapoya 2010
Chapters 6 & 7 of Mahajan 2009

9 Tuesday Mar. 02 Politics, Conflicts and conflict Resolution in Africa
Group Discussion #3 **Chapter 11 of Adjibolosoo & Ofori-Amoah**
Unit 3 Issue 8 & Unit 5 Issue 19 in Moseley
a) CRITICAL REVIEW #4 DUE
b) PROBLEM & QUESTION #4 DUE

Class Discussion #3 Thursday March 04

10 Tue/Thursday Mar. 09/11 African Governance
Interactive Lecture Chapter 4 of Adjibolosoo & Ofori-
Amoah
Unit 5 Issues 16 and 17

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11 Tuesday Mar. 16 Social Inequality & Oppression in Africa
Group Discussion #4 Chapter 3 of Adjibolosoo & Ofori-Amoah
Unit 4 Issues 12 & 13 in Moseley

a) **CRITICAL REVIEW #5 DUE**

b) **PROBLEM & QUESTION #5 DUE**

Class Discussion #4 Thursday March 18
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12 Tue/Thursday Mar.23/25
Student Oral Presentations

13 Tue/Thursday Mar 30/April 01 Africa and Globalization
Interactive Lecture Chapter 13 of
Adjibolosoo & Ofori-
Amoah
Unit 2 Issues 5 & 7 in Moseley

14 Tue/Thursday April. 06/08 Meeting Africa's Challenges: Trade,
Aid,
Diaspora
Debt Relief, NGOs, and the African
Interactive Lecture Chapter 9 of Adjibolosoo & Ofori-
Amoah
Unit 2 Issue 5, Unit 4 Issue 15 and
Unit 5 Issue 17
Chapter 8 and Conclusion of
Mahajan 2009

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

- (a) Assignments
- (b) Quizzes
- (c) Exams
- (d) Other (e.g., Attendance, Project, Group Work)

The course will be based on a series of instructor's interactive presentations and students', critical reviews, group/class discussions, and service learning projects.

Interactive Lectures:

The interactive lectures are the instructor's presentations on selected topics indicated in the course schedule. Students are encouraged to ask questions, make comments, and respond to questions during the presentation process.

- **You are encouraged to attend all of the interactive lecture sections.**

Evaluation Components:

Evaluation of students will be based on critical reviews, research problem and question, country profile, service learning project and written essay-type final examination during the final examination week. All the evaluation components will be graded on the basis of their sociological quality. That is, understanding and application of sociological concepts and theories/paradigms rather than regurgitation of memorized information. Critical thinking, logical reasoning, and empirical evidence will be rewarded.

EVALUATION COMPONENTS

| | |
|------------------------------|-----|
| Critical Reviews | 20% |
| Problem Statement & Question | 10% |
| Country Profile | 10% |
| Service Learning Project | 30% |
| Final Examination | 30% |

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

| Percentage | Grade | Description | Grade Point Equivalency |
|------------|-------|---|-------------------------|
| 90-100 | A+ | | 9 |
| 85-89 | A | | 8 |
| 80-84 | A- | | 7 |
| 77-79 | B+ | | 6 |
| 73-76 | B | | 5 |
| 70-72 | B- | | 4 |
| 65-69 | C+ | | 3 |
| 60-64 | C | | 2 |
| 50-59 | D | Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite. | 1 |

| | | | |
|------|---|--------------------------------------|---|
| 0-49 | F | Minimum level has not been achieved. | 0 |
|------|---|--------------------------------------|---|

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

| Temporary Grade | Description |
|-----------------|--|
| I | <i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family. |
| IP | <i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i> |
| CW | <i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement. |

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED