



**Camosun College**  
*School of Arts & Science*  
*Social Sciences Department*

**Sociology 211**  
*Introduction to African studies*

Winter, 2012

---

---

Instructor: Dr. Francis Adu-Febiri  
Office hours: Tuesdays 5:30 – 6:00 & Wednesdays 1:30-2:20  
Thursday 10:30 – 1:30 & Friday 4:00 – 5:00  
Location: Paul 228  
Phone: 370-3105  
Class Times: Tuesdays and Thursdays 2:30 – 3:50  
Website: <http://faculty.camosun.ca/francisadufebiri>

**Calendar Description:**

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

**Intended Learning Outcomes:**

At the completion of the course, students will be able to:

1. Identify and assess the realities and misconceptions of African life, culture, economy, politics, and aspiration in the global community.
2. Critically assess Western media representations of Africa and Africans on the continent and 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 knowledges, technological development, politics, economics, social inequalities, and the human factor.

5. Outline the interconnections among the African ecosystem and African civilizations, 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 TEXTS:**

Moseley, William.

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

Mahajan, Vijay.

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

**REQUIRED & RECOMMENDED READINGS:**

The readings for the course will comprise a) the topics in the text specified in the course schedule, and b) additional materials and illustrations introduced during interactive lectures.

**METHOD OF INSTRUCTION:**

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	10%
Problem Statement & Question	10%
Country Profile	20%
Service Learning Project	25%
Final Examination	35%

**Grading System**

The following percentage conversion to letter grade will be used:

A+ = 90 - 100%	B = 73 - 76%	D = 50 - 59%
A = 85 - 89%	B- = 70 - 72%	F = 0.0 - 49%
A- = 80 - 84%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 77 - 79%	C = 60 - 64%	AUD = Audit

*W = Official withdrawal has taken place.*

**Learning Strategies:**

Critical reviews, examinations and service learning reports will cover material from the readings, interactive presentations, and discussions. In evaluating the critical reviews, final examination and service learning report the emphasis will be on understanding, analysis, and critical thinking rather than recitation of information. Avoid memorizing or regurgitation of sentences, in particular when it is not clear to you what the sentences mean. You may use quotations and paraphrasing. Another important aspect of your essay examination answer is illustration. After discussion and analysis, give examples from current or historical developments in African societies or communities. This will show that you understand the concepts and theories and are able to apply them to society as tools for analysis.

In your critical reviews, service learning report and final examination,

1. be organized and cohesive;
4. Write in clear English and communicate ideas effectively;
5. focus on the topic and avoid unrelated material from other topics or elsewhere;

6. avoid “fillers”, padding, repetitions, and vague generalities which can be used for any exam topic; and
7. illustrate theory/paradigm by giving appropriate examples, thus “applying” the theory to issues relevant to the course material.

Your learning strategy should be to understand the relationships among facts, not the facts alone, and apply concepts and paradigms to scenarios or empirical situations.

### **SYNTHETIC THINKING AND CRITICAL THINKING: CRITICAL REVIEWS:**

There are five group/class discussion sessions in this course that involve critical reviews, in addition to problem & question formulation exercises. Every group/class discussion session will require one critical review of the chapters in the required textbooks stated in this course outline. Bring a ONE-PAGE typed (standard margins and font size 12) hard copy of your review to the group discussion session. Without showing the ONE-PAGE typed copy of your critical review, you will not be allowed to attend that particular session.

The following criteria will be used to grade the group critical reviews: **1) an academic summary of the two chapters: a focus on their common theme and their main differences in terms of central question and main thesis; 2) a concise assessment (strength--what the text has taught you and weakness--what the text failed to teach you) of one of the two chapters reviewed in that session; and 3) suggested improvements (what you can teach the text) based on the weakness(es) identified in the assessment section of your review.**

### **CRITICAL THINKING: PROBLEM STATEMENTS AND QUESTIONS:**

After reviewing the chapter(s) indicated in the course schedule, come up with one issue that reflects the theme of the readings but is not resolved in the readings. State this issue in a RESEARCH PROBLEM STATEMENT FORMAT (that is, SHOW what is missing or what improvement you can add) and formulate one QUESTION that completely flows from the problem statement. Bring a typed printed copy of your problem statement and question to class for group discussion.

**The following criteria will be used to evaluate the written problem statement, and question: 1) Problem Statement: its ability to show that it represents a substantive flaw/gap in the chapter(s) reviewed. 2) Question: must have the same focus as the problem statement and cannot be answered a) using the information in the reviewed chapters and b) by a simple YES or NO answer.**

### **GROUP/CLASS DISCUSSIONS:**

The intention of this aspect of the course is to engage the class in constructive discussions of pertinent theoretical, empirical and practical issues in African societies.

#### **GROUP DISCUSSIONS**

The group discussions focus on a) critical reviews and b) Problem Statement & Questions:

- a) **CRITICAL REVIEWS (10%):** In groups of four or five discuss your copies of the critical reviews and **SELECT ONE** of them that best reflects the critical review criteria provided above (create a new critical review if none in your

group is good enough), list your names on it and submit to the professor for grading. The professor will grade individual critical reviews only in extenuating circumstances.

- b) **PROBLEM STATEMENTS AND QUESTIONS (10%)** In groups of four or five thoroughly discuss the problem statement and the question of each student in the group. 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(s) to address adequately.) Submit the individual and the group problem statements and questions with a list of your group members on the group assignment to the professor for grading.

### 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 may be asked to provide an oral rationale for, and orally defend, the problems and the questions it creates.

- ***Evaluation of group/class discussions will be based on the quality of your created problem statement and questions, and how effectively they are orally defended.***

### **CRITICAL THINKING AND CREATIVE/INNOVATIVE THINKING: Country Profile**

#### **Assignment (20%):**

This is an individual assignment. Review the development profile of any one African country and come up with one substantive flaw/gap of/in in its post colonial development. State this flaw/gap in a RESEARCH PROBLEM STATEMENT format, formulate a CENTRAL QUESTION that directly flows from the problem statement and provide a maximum of a two-page answer to this question. Show the response of any of the sociological paradigms of development introduced in this course to your answer. Submit a copy to the instructor for grading.

- **Introduce the country in a one paragraph focusing on its colonial history, geography, demography, material and human resources, current socio-economic situation and human condition, and a critical need.**
- **Due date is Thursday March 08**

## **CREATIVE/INNOVATIVE THINKING: SERVICE LEARNING PROJECT:**

### **REFLECTIVE PAPER (25%):**

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. Create and implement a project that addresses this local need while utilizing resources available in the local community and/or in the global community. Produce a reflective report based on your experiences with the project.

***The content of the reflective paper follows the following outline: 1) Introduction, 2) relevant and unresolved need of Africa, 3) initiation and implementation of a project to meet this need, 4) experiences with the project, 5) a major concept and a theory from the course that inform the project and how the project challenges a major concept and a theory from the course, and 6) a conclusion.***

The due date of the written report is Thursday April 12, 2012. **You lose marks for late submission of report--5 marks a day.**

## **Final Examination (35%): COMPOSITIONAL ABILITY/SKILL, SYNTHETIC THINKING, CRITICAL THINKING, & CREATIVE/INNOVATIVE THINKING:**

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.

## **Academic Misconduct**

Academic misconduct includes, but is not limited to, the following acts:

- (i) giving, receiving, or obtaining unauthorized information during any type of examination or test;
- (ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;

- (iii) asking or arranging for another person to take any examination or test in one's place;
- (iv) plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorized information (for example, texts or lecture notes) constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

### **Tape-Recording in the Classroom**

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in class. Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability.

### **Procedure Changes**

In order to deal with the day to day management of the course, new procedures or revisions to procedures may be implemented from time to time throughout the semester. Such procedures and revisions will be announced in class for two consecutive sessions before they are implemented. It is the responsibility of each student to keep informed of such developments.

All matters that are not covered by this course outline are governed by official college policies and procedures.

**IMPORTANT NOTE:**

- *Guest Speakers will be invited to present on two or three selected topics*

**COURSE SCHEDULE AND READING ASSIGNMENTS**

WEEK	DAY	DATE	TOPICS AND READINGS
1	Tue/Thursday	Jan. 10/12	“The Danger of a Single Story”: <i>Images of Africa</i> <b><u>Interactive Lecture</u></b> Introduction (pp.xx – xxiv) in Moseley Chapter 2 of Mahajan 2009
2	Tue/Thursday	Jan. 17/19	The Danger of a Single Story”: <i>Diversities in Africa</i> <b><u>Interactive Lecture</u></b> Unit 1 Issue 3 & Unit 2 Issue 6 in Moseley Chapter 1 of Mahajan 2009

---

3	Tuesday	Jan. 24	The Relevance of History to Africa’s Current Conditions
			Unit 1 Issue 1 (PP. 2-22) or Issue 4 (53-68) of Moseley
			<b><u>Group Discussion #1</u></b>
			<b>a)CRITICAL REVIEW #1 DUE</b>
			<b>b)PROBLEM STATEMENT &amp; QUESTION #1 DUE</b>
			<b><u>Class Discussion #1 Thursday January 26</u></b>

---



4 Tue/Thursday Jan. 31/Feb 2 From Human Resource to Human Factor:  
Education and Job Training in Africa  
**Interactive Lecture** **Adjibolosoo (ed.). 1996**  
**Pp. 101-102 of Mahajan 2009**

---

5 Tuesday Feb. 07 Gender Issues in Africa  
**Group Discussion #2** **Unit 4 Issue 12 (pp. 210-231) or**  
**Issue 13 (pp. 232- 245) of Moseley**

- a) ***CRITICAL REVIEW #2 DUE***  
b) ***PROBLEM & QUESTION #2 DUE***

**Class Discussion #2 Thursday February 09**

---

6 Tue/Thursday Feb. 14/ Studying and Explaining Africa:  
Sociological Paradigms  
**Interactive Lecture**

**FEBRUARY 16-17 READING BREAK**

7 Tue/Thursday Feb. 21/23/28 Studying and Explaining Africa:  
Sociological Paradigms  
**Interactive Lecture**

**Complete Individual Assignment: Country Profile (20%).:**

---

8 Thursday March. 01  
**Individual Assignment (20%):** COUNTRY PROFILE ASSIGNMENT DUE

---

8 Tue/Thursday March.1/6 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. 08 African Governance: Politics, Conflicts and  
conflict Resolution  
**Group Discussion #3** Unit 5 Issue 16 (pp. 292-313 or Issue 18  
(pp. 334-353 or Issue 19 (pp. 354-376) of  
Moseley

a) **CRITICAL REVIEW #4 DUE**  
b) **PROBLEM & QUESTION #4 DUE**

**No Class Discussion #3**

---

10 Tue/Thursday Mar. 13/15 Family, Community and Culture in Africa  
**Interactive Lecture** Chapters 20 & 22 of Azevedo  
Chapter 2 of Khapoya 2010  
Chapters 6 & 7 of Mahajan 2009

---

11            Tuesday      Mar. 20            HIV/AIDS in Africa  
   **Unit 4 Issue 14 (pp. 246-274) of Moseley**

**Group Discussion #4**

**a) CRITICAL REVIEW #5 DUE**

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

**Class Discussion #4 Thursday March 22**

---

12    Tue/Thursday      Mar.27/29            Africa and Globalization: The  
   Ecosystem Factor and Human Factor  
**Interactive Lecture**                                    **Unit 2 Issues 5 & 7 in Moseley**  
   **Chapter 1 of Mahajan 2009**

13    Tue/Thursday      April 03/05            Africa and Globalization: The  
   Ecosystem Factor and Human Factor  
**Interactive Lecture**                                    **Unit 2 Issues 5 & 7 in Moseley**  
   **Chapter 1 of Mahajan**

14    Tue/Thursday      April. 10/12           Meeting Africa's Challenges: Trade, Aid,  
   Debt Relief, NGOs, and the African Diaspora  
**Interactive Lecture**                                    **Unit 2 Issue 5, Unit 4 Issue 15 and**  
   **Unit 5 Issue 17**  
   **Chapter 8 and Conclusion of Mahajan 2009**