



## 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.

**Winter, 2013**

Instructor: Dr. Francis Adu-Febiri  
Office hours: Tuesdays 2:30 – 4:00  
Thursday 12:00 – 2:00 & Friday 10:30 – 12:30  
Location: Paul 228  
Phone: 370-3105  
Class Times: Tuesdays and Thursdays 10:00 – 11:20  
Website: <http://faculty.camosun.ca/francisadufebiri>

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### 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:**

Khapoya, Vincent B.

2013. *The African Experience: An Introduction, Fourth Edition*  
Toronto: Pearson.

Moseley, William.

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

### **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.

### **METHODS 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. The assignment evaluation components of the course will be graded on the basis of criteria specified in the instructions for the assignments. The criteria for evaluating your final exam answers will be application of sociological concepts and theories/paradigms, critical thinking, logical reasoning, and empirical evidence, rather than regurgitation of memorized information.

### **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.

### **ASSIGNMENTS:**

- There are four types of assignments for this course: 1) Critical Review, 2) Problem Statement and Question Formulation, 3) Country Profile, and 4) Service-Learning Project

**ASSIGNMENTS TYPE 1 & TYPE 2: SYNTHETIC THINKING AND CRITICAL THINKING:**

There are four group/class discussion sessions (A, B, C, & D) in this course that involve critical reviews (Assignment Type 1) and problem and question formulations (Assignment Type 2) as indicated below in the Readings and Dates for Assignment Type 1 and Assignment Type 2. Every group/class discussion session requires one Critical Review of the specific assigned Units Issues. Specific instructions for these two types of assignment are found on pages 7 & 8

**Readings and Dates for Assignment Type 1 and Assignment Type 2:**

**Assignments: Session A**

Tuesday	Jan. 22	The Relevance of History to Africa's Current Conditions
<b><u>Group Discussion A</u></b>		<b>Unit 1 Issue 1 (PP. 2-22) or Issue 4 (53-68) of Moseley (2009)</b>
<b>1) Type 1: CRITICAL REVIEW #1 DUE</b> <b>2) Type 2: PROBLEM STATEMENT &amp; QUESTION #1 DUE</b>		
<b><u>Class Discussion A: Thursday January 24</u></b>		
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**Assignments: Session B**

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Tuesday	Feb. 05	Gender Issues in Africa
<b><u>Group Discussion B</u></b>		<b>Unit 4 Issue 12 (pp. 210-231) or Issue 13 (pp. 232- 245) of Moseley (2009)</b>

- 1)Type 1: **CRITICAL REVIEW #2 DUE**
- 2)Type 2: **PROBLEM & QUESTION #2 DUE**

**Class Discussion B Thursday February 07**

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**Assignments: Session C**

Tuesday Mar. 12 African Governance: Politics, Conflicts  
and  
conflict Resolution  
**Group Discussion C** Unit 5 Issue 16 (pp. 292-313 or Issue  
18 (pp. 334-353 or Issue 19 (pp. 354-376)  
of  
Moseley (2009)

- 1) Type 1: **CRITICAL REVIEW #4 DUE**
- 2) Type 2: **PROBLEM & QUESTION #4 DUE**

**Class Discussion C: Thursday Mar. 14**

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**Assignments: Session D**

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Tuesday Mar. 26 HIV/AIDS in Africa  
Unit 4 Issue 14 (pp. 246-274) of  
Moseley

**(2009)**

**Group Discussion D**

**1) Type 1: CRITICAL REVIEW #5 DUE**

**2) Type 2: PROBLEM & QUESTION #5 DUE**

**Class Discussion D: Thursday March 28**

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**ASSIGNMENT TYPE 1: CRITICAL REVIEWS**

**Instructions for Assignment Type 1**

Read and review the specified Unit Issues. Write a ONE-PAGE critical review (typed, standard margins, size 12 font) and bring a copy to the group discussion session. Without showing your one paged typed copy of your critical review, you will not be allowed to attend that particular session.

Use the following criteria to do the critical review assignments:

1. Provide an academic summary of the assigned chapters: that is, focus on identifying and stating:

- \* the main theme, the central question, and main thesis of each Unit Issue
- \* the main difference between the two Unit Issues

2. Provide a concise assessment of any one of the Unit Issues: that is, focus on identifying and stating :

- \* one strength
- \* one weakness

3. Provide a suggestion for improvements based on the weaknesses you identified and stated

**ASSIGNMENT TYPE 2: PROBLEM STATEMENT & QUESTION**

**Instructions for Assignment Type 2: Problem Statement and Question formulation:**

After reviewing the specified Unit Issues:

1 Create a Problem Statement. That is, show one important thing related to the main theme of the Unit Issue(s) but missing from the Unit Issue(s). In other words, the statement must show a substantive gap or flaw in the Unit Issue(s).

2 Formulate one Question:

- \* This question must have the same scope and focus as the Problem Statement
- \* The answer to this question cannot be found in the reading
- \* The question cannot be answered with just YES or NO
- \* You do not need to answer the question

*Print copies of the Problem Statement and the Question and bring to the Group Discussion*

### **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 statement 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.
- ***Your group discussion grade will be based on the criteria specified in the instructions for doing assignments type 1 & type 2.***

#### **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.

- ***Your class discussion grade will be a 2% bonus marks based on the quality of the contribution that your created problem statement and question make to the theme of the Unit Issue discussion, and how effectively you orally defend your statement/question.***

**Assignment Type 3:**

**COUNTRY PROFILE (20%): CRITICAL THINKING AND CREATIVE/INNOVATIVE THINKING:**

**Assignment Instructions:**

This is an individual assignment.

1. Review the development profile of any one African country and come up with one substantive need or flaw/gap of/in in its post colonial development. State this need or flaw/gap in a RESEARCH PROBLEM STATEMENT format (**that is, a statement that clearly SHOWS what is missing from the country's development that needs to be addressed**).
  2. Formulate a CENTRAL QUESTION that directly flows from the problem statement
  3. Provide a written report (a maximum of a two-page) containing an answer to this central question, that is, an answer that would
    - a. would help meet this need or eliminate the flaw/gap.
    - b. show the response of any of the sociological paradigms of development introduced in this course to the main focus of your answer..
    - c. **In your written report introduce the selected 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.**
- **The above criteria will be used to evaluate your country profile assignment.**

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Due Date: Tuesday Feb. 26  
**Individual Assignment (20%):** COUNTRY PROFILE ASSIGNMENT  
DUE  
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## Assignment Type 4:

### **SERVICE LEARNING PROJECT: REFLECTIVE PAPER/REPORT (25%): CREATIVE/INNOVATIVE THINKING:**

#### **Assignment Instructions:**

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/paradigm from the course that inform the project, 6) how the project challenges a major concept and a theory/paradigm from the course, and 7) a conclusion.***

- Criteria 1-7 above will be used to evaluate your reflective paper/report.

The due date of the written report is Thursday April 11, 2013. **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 (Between April. 15 and April 20). 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. Apart from this default examination type there are other options. These options are open book exam. Group exam, and oral exam

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 may be invited to do presentations on selected topics*

## **COURSE SCHEDULE AND READING**

### **ASSIGNMENTS**

<b>WEEK</b>	<b>DAY</b>	<b>DATE</b>	<b>TOPICS AND READINGS</b>
1	Tue/Thursday	Jan. 8/10	“The Danger of a Single Story”: <i>Images of Africa</i>  <b><u>Interactive Lecture</u></b> <b>Moseley;</b>
			<b>Introduction (pp.xx – xxiv) in</b>

1 of

Khapoya 2013

2 Tue/Thursday Jan. 15/17 "The Danger of a Single Story": *Images of*

*Africa*

**Interactive Lecture**  
**Moseley;**

Introduction (pp.xx – xxiv) in

1 and

Chapter 2 of Mahajan 2009; Chapters

3 of Khapoya 2013

**Assignments: Session A**

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3 Tuesday Jan. 22 The Relevance of History to Africa's Current Conditions

**Group Discussion A**

Unit 1 Issue 1 (PP. 2-22) or Issue 4 (53-68) of Moseley (2009)

***Type 1) CRITICAL REVIEW #1 DUE***

***Type 2) PROBLEM STATEMENT & QUESTION #1 DUE***

**Class Discussion A: Thursday January 24**

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4. Tue/Thursday Jan. 29/31 *Diversities in*

The Danger of a Single Story":

*Africa*

**Interactive Lecture**

Unit 1 Issue 3 & Unit 2

Issue 6 in Moseley;

1 of

Chapter 1 of Mahajan 2009; Chapter

Khapoya 2013

**Assignments: Session B**

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5 Tuesday Feb. 05 Gender Issues in Africa

**Group Discussion B** Unit 4 Issue 12 (pp. 210-231) or  
Issue 13 (pp. 232- 245) of Moseley  
(2009)

Type 1) *CRITICAL REVIEW #2 DUE*  
Type 2) *PROBLEM & QUESTION #2 DUE*

**Class Discussion B: Thursday February 07**

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6. Tue/Thursday Feb. 12/14 Studying and Explaining Africa:  
Sociological Paradigms

**Interactive Lecture**

7 Tue/Thursday Feb. 19/ Studying and Explaining Africa:  
Sociological Paradigms

**Interactive Lecture**

**FEBRUARY 21-22 READING BREAK**

Feb. 26: **Complete Individual Assignment: Country Profile**  
**(20%).:**

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8 Tuesday Feb. 26  
**Individual Assignment (20%):** COUNTRY PROFILE ASSIGNMENT  
DUE

8 Tue/Thurs Feb. 26/28 From Human Resource to Human  
Factor:  
**Interactive Lecture** Education and Job Training in Africa  
**Adjibolosoo (ed.). 1996**  
**Pp. 101-102 of Mahajan 2009**

9 Thurs/Tue March.5/7 Family, Community and Culture in  
Africa  
**Interactive Lecture** **Chapter 2 of Khapoya 2013**  
**Chapters 6 & 7 of Mahajan 2009**

**Assignments: Session C**

10 Tuesday Mar. 12 African Governance: Politics, Conflicts  
and  
conflict Resolution  
**Group Discussion C** **Unit 5 Issue 16 (pp. 292-313 or Issue**  
**18** **(pp. 334-353 or Issue 19 (pp. 354-376)**  
**of**  
**Moseley (2009)**

**Type 1) CRITICAL REVIEW #4 DUE**

**Type 2) PROBLEM & QUESTION #4 DUE**

**Class Discussion: Thursday Mar. 14**

11. Tue/Thursday Mar. 19/21 Family, Community and Culture in Africa  
**Interactive Lecture** **Chapter 2 of Khapoya 2013**  
**Chapters 6 & 7 of Mahajan 2009**

Assignments: Session D

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12 Tuesday Mar. 26 HIV/AIDS in Africa  
Unit 4 Issue 14 (pp. 246-274) of

Moseley

(2009)

**Group Discussion D**

**Type 1) CRITICAL REVIEW #5 DUE**

**Type 2) PROBLEM & QUESTION #5 DUE**

**Class Discussion D: Thursday March 28**

13 Tue/Thursday April.2/4

Africa and Globalization: The  
Ecosystem Factor and Human  
Unit 2 Issues 5 & 7 in

Factor  
Moseley

**Interactive Lecture**

Chapter 1 of Mahajan 2009  
Chapter 8 of Khapoya 2013

14 Tue/Thursday April. 9/11  
Trade,

Meeting Africa's Challenges:  
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

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## 1. Instructor Information

(a)	Instructor:	
(b)	Office Hours:	
(c)	Location:	
(d)	Phone:	Alternative Phone:
(e)	Email:	
(f)	Website:	

## 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
- (b) Other

## 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.)*

## 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)

## 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](http://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 3<sup>rd</sup> 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](http://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