



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

Instructor	Dr. Francis Adu-Febiri
Office	Paul 228
Office Hours	Tuesdays & Thursdays 10:00-12:00; Wednesdays 11:00 – 1:00 & 3:00 – 5:00 or By appointment
Class Schedule	Tuesdays & Thursdays 8:30-9:50
Website	http://faculty.camosun.ca/francisadufebiri
Email & Phone	adufebir@camosun.ca & 250-370-3105

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

Stevenson, Kris Coffin.

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

Moseley, William.

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

(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.)

<u>WEEK</u>	<u>DAY</u>	<u>DATE</u>	<u>THEMES, READINGS & GUIDING QUESTIONS</u>
JAN			
<u>WEEK</u> <u>1</u>	<u>Tue/Thu</u>	<u>10/12</u>	<p><u>Theme:</u> Hyperreal <i>Africa</i></p> <p><u>Additional Reading:</u> Introduction (pp.xx – xxiv) in Moseley; Chapter 2 of Mahajan 2009; Chapter 1 of Khapoya 2013</p> <p>A QUESTION to guide your reading: <i>What are the dominant stories and counter-stories of the social construction of Africa?</i></p>
<u>2</u>	<u>Tue/Thu</u>	<u>17/19</u>	<p><u>Theme:</u> Hyperreal <i>Africa</i></p> <p><u>Additional Reading:</u> Introduction (pp.xx – xxiv) in Moseley; Chapter 2 of Mahajan 2009; Chapter 1 of Khapoya 2013</p> <p>A QUESTION to guide your reading: <i>What are the dominant stories and counter-stories of the social construction of Africa?</i></p>
<u>3</u>	<u>Tuesday</u>	<u>24</u>	<p>ASSIGNMENT SESSION A: <u>TEAM DISCUSSION A:</u> <u>Team Discussion A: Two Assignments Due</u> 1)CRITICAL REVIEW #1 DUE 2)PROBLEM & QUESTION #1 DUE</p> <p><u>Readings:</u> Fourth Edition of Moseley: Unit 1 Issue 1 or Issue 4</p> <p><u>CLASS DISCUSSION A:</u></p>
	<u>Thursday</u>	<u>26</u>	
<u>4</u>	<u>Tue/Thu</u>	<u>31/2</u>	<p><u>Theme:</u> <i>The danger of a Single Story: Diversities in Africa</i></p> <p><u>Additional Reading</u> 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>
FEB			
WEEK <u>5</u>	<u>Tue/Thu</u>	<u>7/9</u>	<p>Theme: Methodologies and Theories</p> <p>Additional Reading 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 n the existing paradigms of Africa's development unable to resolve's th development challenges?</i></p>
<u>6</u>	<u>Tue/Thu</u>	<u>14/16</u>	<u>READING BREAK</u>
<u>7</u>	<u>Tuesday</u> <u>Thursday</u>	<u>21</u> <u>23</u>	<p>ASSIGNMENT SESSION B: TEAM DISCUSSION B: <u>Team Discussion B: Two Assignments Due</u> 1)CRITICAL REVIEW #2 DUE 2)PROBLEM & QUESTION #2 DUE</p> <p><u>Readings:</u> Fourth Edition of Moseley: : Unit 4 Issue 13 or Issue 14</p> <p><u>CLASS DISCUSSION A</u></p>
<u>8</u>	<u>Tue/Thu</u>	<u>28/2</u>	<p>Theme: The Family, Community and Culture in Africa</p> <p>Additional Reading: Fourth Edition of Moseley: Unit 4 Issues 13-15.</p> <p>A QUESTION to guide your reading: <i>What are the development implications of the changes in the Family, Community and Culture in Africa?</i></p>

MAR <u>WEEK</u> 2	<u>Tue/Thu</u>	<u>7/9</u>	<p>Theme: The Family, Community and Culture in Africa</p> <p>Additional Reading: Fourth Edition of Moseley: Unit 4 Issues 13-15.</p> <p>A QUESTION to guide your reading: <i>What are the development implications of the changes in the Family, Community and Culture in Africa?</i></p> <p>ASSIGNMENT TYPE 3</p> <p>.....</p> <p>Tuesday March 15 SUSTAINABLE DEVELOPMENT PRINCIPLES ASSIGNMENT DUE</p> <p>.....</p>
<u>10</u>	<u>Tue/Thu</u>	<u>14/16</u>	<p>Theme: Education and Job Training in Africa</p> <p>Additional Reading: Adjibolosoo (ed.). 1996 Pp. 101-102 of Mahajan 2009</p> <p>A QUESTION to guide your reading: <i>What would it take to transform Africa's postcolonial education and job training programs to contribute to sustainable development in African societies?</i></p>
<u>11</u>	<u>Tue/Thu</u>	<u>21/23</u>	<p>Theme: Education and Job Training in Africa</p> <p>Additional Reading: Adjibolosoo (ed.). 1996 Pp. 101-102 of Mahajan 2009</p> <p>A QUESTION to guide your reading: <i>What would it take to transform Africa's postcolonial education and job training programs to contribute to sustainable development in African societies?</i></p>
<u>12</u>	<u>Tue/Thu</u>	<u>28/30</u>	<p>Theme: Africa and Globalization: The Ecosystem Factor and</p>

			<p>Human Factor</p> <p><u>Additional Reading:</u> Fourth Edition of Moseley: Unit 2 Issues 5-8 and Unit 5 Issue 18</p> <p>A QUESTION to guide your reading: <i>What would help Africa to optimally benefit from its connection to the Global World?</i></p> <p>ASSIGNMENT TYPE 4</p> <hr/> <p>Week 13: Tuesday March 29 COUNTRY PROFILE ASSIGNMENT DUE</p> <hr/>
APRIL	Tue/Thu	4	<hr/> <p>Tuesday April 4 WORK ON YOUR SERVICE-LEARNING REFLECTIVE REPORT</p> <p>LEARNING QUESTION: 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 issue it focused on?</p> <hr/> <p>Theme: CONCLUDING REMARKS: AFRICA'S HOPE AND FUTURE</p> <p>A QUESTION to guide your reading: <i>What conclusions have you come to about the hope and future of Africa after taking this course?</i></p>
WEEK 13	Module 7	6	
14a		11	Final Exam (18%) at 8:30am in class
14b		13	<p>ASSIGNMENT TYPE 5</p> <hr/> <p>Thursday April 14 SERVICE-LEARNING PROJECT REFLECTIVE PAPER DUE</p>

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5. Basis of Student Assessment (Weighting)

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

EVALUATION COMPONENTS

Critical Reviews	10%
Problem Statement & Question	7%
Sustainable Development: Book Review	20%
Country Profile	15%
Service Learning Project	30%
Final Exam	18%

- (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 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