



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

SOC-211-001
Introduction to Africa
WINTER 2019

COURSE OUTLINE

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

Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

Instructor	Dr. Francis Adu-Febiri
Office	Paul 228
Office Hours	Monday to Thursday 1:00 – 2:20 or By appointment
Class Schedule	Tuesdays & Thursdays 2:30-3:50
Website	http://sites.camosun.ca/francisadufebiri
Email & Phone	adufebir@camosun.ca & 250-370-3105

2. Intended Learning Outcomes

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.

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.

4. Course Content and Schedule

<u>WEEK</u>	<u>DAY</u>	<u>DATE</u>	<u>THEMES, READINGS & GUIDING QUESTIONS</u>
JAN			
<u>WEEK</u> <u>1</u>	<u>Tue/Thur</u>	<u>8/10</u>	<p><u>Lecture 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/Thur</u>	<u>15/17</u>	<p><u>Lecture 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>22</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><i>See pp. 12 - 14 of the course outline for instructions for doing these assignments. Also on the website click Problem Statement Format to see samples of formats to guide you to create the Problem Statement. The assignments are based on the Readings Referenced below.</i></p>
		<u>24</u>	

	<u>Thursday</u>		<p>Readings: Fourth Edition of Moseley: Unit 1 Issue 1 or Issue 4</p> <p><u>CLASS DISCUSSION A:</u></p>
<u>4</u>	<u>Tue/Thur</u>	<u>29/31</u>	<p><u>Lecture 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>
<u>WEEK</u> <u>5</u>	<u>Tue/Thur</u>	FEB <u>5/7</u>	<p><u>Lecture Theme:</u> Methodologies and Theories</p> <p><u>Additional Reading</u> 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 paradigms of Africa's development unable to resolve's the continent's development challenges?</i></p>
<u>7</u>	<u>Tuesday</u>	<u>12</u>	<p>ASSIGNMENT SESSION B: <u>TEAM DISCUSSION B:</u> <u>Team Discussion B: Two Assignments Due</u> 1)CRITICAL REVIEW #2 DUE 2)PROBLEM & QUESTION #2 DUE</p> <p><i>See pp. 12 - 14 of the course outline for instructions for doing these assignments. Also on the website click Problem Statement Format to see samples of formats to guide you to create the Problem Statement. The assignments are based on the Readings Referenced below.</i></p>

	<u>Thursday</u>	<u>14</u>	<p>Readings: Fourth Edition of Moseley: : Unit 4 Issue 13 or Issue 14</p> <p><u>CLASS DISCUSSION B</u></p>
<u>7</u>	<u>Tue/Thur</u>	<u>19/21</u>	<u>Reading Break</u>
<u>8</u>	<u>Tue/Thur</u>	<u>26/28</u>	<p><u>Lecture Theme:</u> The Family, Community and Culture in Africa</p> <p><u>Additional Reading:</u> 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> <u>9</u>	<u>Tue/Thur</u>	<u>5/7</u>	<p><u>Lecture Theme:</u> The Family, Community and Culture in Africa</p> <p><u>Additional Reading:</u> 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> <hr/> <p>Due: Tuesday March 5 SUSTAINABLE DEVELOPMENT PRINCIPLES ASSIGNMENT DUE</p> <hr/>
<u>10</u>	<u>Tue/Thur</u>	<u>12/14</u>	<u>Lecture Theme:</u> Education and Job Training in Africa

			<p><u>Additional Reading:</u> 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/Thur</u>	<u>19/21</u>	<p><u>Lecture Theme:</u> Education and Job Training in Africa</p> <p><u>Additional Reading:</u> 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/Thur</u>	<u>26/28</u>	<p><u>Lecture Theme:</u> Africa and Globalization: The Ecosystem Factor and 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>Due: Thursday March 28 COUNTRY PROFILE ASSIGNMENT DUE</p> <hr/>
APRIL	<u>Tuesday</u>	<u>2</u>	

<u>WEEK</u> 13	<u>Thursday</u>	4	<p>.....</p> <p>Tuesday April 2</p> <p>WORK ON YOUR SERVICE-LEARNING REFLECTIVE REPORT</p> <p><i>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?</i></p> <p>.....</p> <p><u>Lecture Theme:</u> CONCLUDING REMARKS: AFRICA'S HOPE AND FU</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>
14a	<u>Tuesday</u>	9	Final Exam (18%): Tuesday April 9 at 2:30 pm in class
14b		11	<p>ASSIGNMENT TYPE 5</p> <p>.....</p> <p>Due: Thursday April 11 in my office (P 228) at 4:00 pm</p> <p>SERVICE-LEARNING PROJECT REFLECTIVE PAPER DUE</p>

5. Basis of Student Assessment (Weighting)

EVALUATION COMPONENTS

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

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.