



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

SOC-211-D01
Introduction to Africa
Winter 2021

COURSE OUTLINE

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

Ω 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	Virtual: link: https://ca.bbcollab.com/guest/cb0587cb63ba4a569dc1ed53f48cea31
Virtual Office Hours	Mondays 4:00-5:00, Tuesdays 11:00-12:00 Wednesdays 3:00-4:00, Thursdays 12:00 -1:00
Class Schedule	Asynchronous
Website	https://francisadufebiri.opened.ca
Email	adufebir@camosun.ca

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

REQUIRED TEXTS:

Moseley, William.

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

Stevenson, Kris Coffin.

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

RECOMMENDED TEXT:

Dei, Sefa George and McDermott, Mairi (eds.)

2019. *Centering African Proverbs, Indigenous Folktales, and Cultural Stories in Curriculum: Units and Lesson Plans for Inclusive Education*. Toronto & Vancouver: Canadian Scholars Press.

4. Course Content and Schedule

<u>WE</u> <u>EK</u>	<u>MOD</u> <u>ULE</u>	<u>DATE</u>	<u>THEMES, READINGS & GUIDING QUESTIONS</u>
		JAN	
<u>We</u> <u>ek 1</u>	<u>Wed-</u> <u>Fri</u> <u>Mod</u> <u>ule 1</u>	<u>11-15</u>	<p>Theme: <i>Hyperreal Africa</i> Part 1</p> <p>Readings: Fourth Edition of Moseley: Introduction (pp.xx – xxiv) Introduction: Dei and McDermott (eds.) 2019</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>We</u> <u>ek 2</u>	<u>Mon-</u> <u>Fri</u> <u>Mod</u> <u>ule 1</u>	<u>18-22</u>	<p>Theme: <i>Hyperreal Africa</i> Part 2</p> <p>Readings: Fourth Edition of Moseley: Introduction (pp.xx – xxiv) Dei and McDermott (eds.) 2019 chapter 9</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>We</u> <u>ek 3</u>	<u>Tues</u> <u>day</u>	<u>26</u>	ASSIGNMENTS A: Based on Fourth Edition of Moseley: Unit 1 Issue 1 or Issue 4

	<p><u>Wedne</u> <u>sdav</u></p> <p><u>Thursd</u> <u>ay</u></p>	<p><u>27</u></p> <p><u>28</u></p>	<p><u>UPLOAD INDIVIDUAL ASSIGNMENTS A: Two Assignments Due by 11:30 pm</u> 1)CRITICAL REVIEW #1 2)PROBLEM & QUESTION #1</p> <p>Uploading procedures will be posted on D2L News</p> <p><i>See pp. 12 - 14 of the course outline and D2L News for instructions for doing these assignments. Also on D2L click Content, Handouts, and 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> <p>Send your individual assignments to your group and participate in the group discussion</p> <p><u>UPLOAD TEAM/GROUP ASSIGNMENTS A: Two Assignments Due by 11:30 pm</u> 1)CRITICAL REVIEW #1 2)PROBLEM & QUESTION #1</p> <p><u>ONLINE CLASS DISCUSSION A</u> is due on Tuesday February 2 by 11:30 pm: Procedures will be posted on D2L News</p>
<p><u>FE</u> <u>B</u> <u>We</u> <u>ek 4</u></p>	<p><u>Mon-</u> <u>Fri</u> <u>Mod</u> <u>ule 2</u></p>	<p><u>1 - 5</u></p>	<p><u>Theme:</u> <i>The Danger of a Single Story: Diversities in Africa</i></p> <p><u>Readings</u> Fourth Edition of Moseley: Unit 1 Issue 3 Dei and McDermott (eds.) 2019 chapter 6</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>We</u> <u>ek 5</u>	<u>Mon-</u> <u>Fri</u> <u>Mod</u> <u>ule 3</u>	<u>8 - 12</u>	<p><u>Theme:</u> Methodologies and Theories</p> <p><u>Readings</u> Fourth Edition of Moseley: Unit 2 Issues 5-7 Dei and McDermott (EDS.) 2019 chapter 4</p> <p>A QUESTION to guide your reading <i>Why are the development projects/programs coming from the existing methodologies and paradigms of development unable to resolve the continent's development challenges?</i></p>
<u>We</u> <u>ek 6</u>	<u>Mon-</u> <u>Fri</u>	<u>15-19</u>	READING BREAK
<u>We</u> <u>ek 7</u>	<u>Tues</u> <u>day</u> <u>Wedne</u> <u>sday</u>	<u>23</u> <u>24</u> <u>25</u>	<p><u>ASSIGNMENTS B:</u> Based on Fourth Edition of Moseley: : Unit 4 Issue 13 or Issue 14</p> <p><u>UPLOAD INDIVIDUAL ASSIGNMENTS B: Two</u> <u>Assignments Due</u> <u>by 11:30 pm</u> 1) Type 1: <i>CRITICAL REVIEW #2</i> 2) Type 2: <i>PROBLEM & QUESTION #2</i></p> <p><i>Uploading procedures will be posted on D2L News</i></p> <p><i>See pp. 13 - 14 of the course outline and D2L News for instructions for doing these assignments. Also on D2L click Content, Handouts, and 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> <p>Send your individual assignments to your group and participate in the group discussion</p>

	<u>Thurs day</u>		<p><u>UPLOAD TEAM/GROUP ASSIGNMENTS B: Two Assignments Due by 11:30 pm</u> 1) Type 1: CRITICAL REVIEW #2 2) Type 2: PROBLEM & QUESTION #2</p> <p><u>ONLINE CLASS DISCUSSION #2</u> is due on Tuesday March 2 by 11:30 pm: Procedures will be posted on D2L News</p>
<u>MA R We ek 8</u>	<u>Mon- Fri</u> <u>Mod ule 4</u>	<u>1- 5</u>	<p><u>Theme:</u> The Family, Community and Culture in Africa Part 1</p> <p><u>Additional Reading:</u> Fourth Edition of Moseley 2012: Unit 4 Issues 13-15. Dei and McDermott (eds.) 2019 Chapter 1 & Chapter 12</p> <p>A QUESTION to guide your reading: <i>What are the socio-economic development implications of the changes in the Family, Community and Culture in Africa?</i></p>
<u>We ek 9</u>	<u>Mon- Fri</u> <u>Mod ule 4</u>	<u>8-12</u>	<p><u>Theme:</u> The Family, Community and Culture in Africa Part 2</p> <p><u>Additional Reading:</u> Fourth Edition of Moseley: Unit 4 Issues 13-15. Dei and McDermott (eds.) 2019 Chapter 1 & Chapter 12</p> <p>A QUESTION to guide your reading: <i>What are the socio-economic development implications of the changes in the Family, Community and Culture in Africa?</i></p> <p>ASSIGNMENT TYPE 3</p> <p>.....</p> <p>.....</p> <p>Thursday March 11</p>

			<p>SUSTAINABLE DEVELOPMENT PRINCIPLES ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • <i>Upload your report on D2L for grading</i> <p>.....</p> <p>.....</p>
<u>We</u> <u>ek1</u> <u>0</u>	<u>Mon-</u> <u>Fri</u> <u>Mod</u> <u>ule 5</u>	<u>15-19</u>	<p>Theme: Education and Job Training in Africa Part 1</p> <p>Readings: Dei and McDermott (eds.) 2019: Part II Introduction and chapter 7 & Chapter 8</p> <p>A QUESTION to guide your reading: <i>What would it take to transform Africa's postcolonial education and job training programs in ways that would efficiently facilitate sustainable development in African societies?</i></p>
<u>We</u> <u>ek</u> <u>11</u>	<u>Mon-</u> <u>Fri</u> <u>Mod</u> <u>ule 5</u>	<u>22-26</u>	<p>Theme: Education and Job Training in Africa Part 2</p> <p>Readings: Dei and McDermott (eds.) 2019 Part II Introduction and chapters 7 & Chapter 8</p> <p>A QUESTION to guide your reading: <i>What would it take to transform Africa's postcolonial education and job training programs in ways that would efficiently facilitate sustainable development in African societies?</i></p>
<u>We</u> <u>ek1</u> <u>2</u>	<u>Mon-</u> <u>Fri</u> <u>Mod</u> <u>ule 6</u>	<u>29-Apr</u> <u>2</u>	<p>Theme: Africa and Globalization: The Ecosystem Factor and Human Factor</p> <p>Readings: Fourth Edition of Moseley: Unit 2 Issues 5-8 and Unit 5 Issue 18 Dei and McDermott (eds.) 2019 chapter 5</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> <p>.....</p> <p>.....</p> <p>Due: Thursday April 1 COUNTRY PROFILE ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • Upload your report on D2L for grading <p>.....</p> <p>.....</p>
<p><u>AP</u> <u>R</u> <u>Week</u> <u>13</u></p>	<p><u>Mon-Fri</u></p> <p><u>Module 7</u></p>	<p><u>5-9</u></p>	<p>Theme: CONCLUDING REMARKS: AFRICA'S HOPE AND FUTURE</p> <p>Readings: Dei and McDermott (eds.) 2019 chapters 2 & 4</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> <p>.....</p> <p>.....</p> <p>WORK ON YOUR SERVICE-LEARNING REFLECTIVE REPORT</p> <p>LEARNING QUESTION: <i>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 microfinance or access to good water as a human right?</i></p> <p>.....</p> <p>.....</p>
<p><u>Week</u> <u>14a</u></p>	<p><u>Mon-Wed</u></p>	<p><u>12 -14</u></p>	<p>PREPARE FOR FINAL EXAM</p>
<p><u>14b</u></p>	<p><u>Thursday</u></p>	<p><u>15</u></p>	<p>Open Book Final Exam: Thursday April 15 from 7:00 pm to 8:30 pm</p>

<u>14c</u>	<u>Friday</u>	<u>16</u>	<p>ASSIGNMENT TYPE 5</p> <hr style="border-top: 1px dashed black;"/> <p>Friday April 16 SERVICE-LEARNING PROJECT REFLECTIVE REPORT DUE</p> <ul style="list-style-type: none"> • Upload your report on D2L by 7:00 pm
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5. Basis of Student Assessment (Weighting)

Critical Reviews	10%
Problem Statement & Question	5%
Class Discussion	2%
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.