

# COURSE SYLLABUS



COURSE TITLE: SOC-211: Introduction to Africa

CLASS SECTION: 001

TERM: WINTER 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): LECTURES

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: FRANCIS ADU-FEBIRI

EMAIL: [adufebir@camosun.bc.ca](mailto:adufebir@camosun.bc.ca)

OFFICE: PAUL 228

HOURS: **Mondays & Wednesdays 4:00-5:00; Tuesdays & Thursdays 1:00 -2:00**

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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

## PREREQUISITE(S):

One of:

- C in ENGL 151
- C in ENGL 161
- C in ENGL 163
- C in ENGL 164
- C in SOC 100

## CO-REQUISITE(S):

Not applicable

EXCLUSION(S):

Not applicable

#### COURSE LEARNING OUTCOMES / OBJECTIVES

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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.

#### REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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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.

#### COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

<u>WEEK</u>	<u>MODULE</u>	<u>DATE</u>	<u>THEMES, READINGS &amp; GUIDING QUESTIONS</u>
		<b>JAN</b>	
<b><u>Week</u></b> <b><u>1</u></b>	<b><u>Mon/Wed</u></b> <b><u>Background</u></b> <b><u>Module</u></b>	<b><u>10/12</u></b>	<b><u>Theme:</u></b> <i>Africa Before Occidental and Oriental Domination</i>  <b><u>Readings:</u></b> Chapter 2 of Ofori-Amoah (2020): <i>Africa's Geography: Dynamics of</i>

			<p><i>Place, Cultures, and Economies</i>. First Edition.</p> <p>A QUESTION to guide your reading:  <b><i>How did African societies look like before their domination by Western and Eastern Powers?</i></b></p>
<u>Week 2</u>	<u>Mon/Wed</u>  <u>Module 1</u>	<u>17/19</u>	<p><b><u>Theme:</u></b> <i>Hyperreal Africa</i></p> <p><b><u>Readings:</u></b>  Fourth Edition of Moseley: Introduction (pp.xx – xxiv)</p> <p>A QUESTION to guide your reading:  <b><i>What are the dominant stories and counter-stories of the social construction of Africa?</i></b></p>
<u>Week 3</u>	<u>Monday</u>	<u>24</u>	<p><b><u>ASSIGNMENTS A:</u></b> Based on Fourth Edition of Moseley:  Unit 1 Issue 1 or Issue 4</p> <p><b><u>INDIVIDUAL ASSIGNMENTS A: Two Assignments Due by Tuesday 11:30 pm</u></b></p> <p>1)<b><i>CRITICAL REVIEW #1</i></b>  2)<b><i>PROBLEM &amp; QUESTION #1</i></b></p> <p><b><i>Use class time to do Individual Assignments A and upload them Unto D2L Group Lockers and the Individual Assignments A Folder. Uploading procedures will be posted on D2L News</i></b></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,</i></p>

	<u>Wednesday</u>	<u>26</u>	<p><i>and Problem Statement format to see samples of formats to guide you to create the Problem Statement.</i></p> <p><b><u>TEAM/GROUP ASSIGNMENTS A: Two Assignments Due by Thursday 11:30 pm</u></b></p> <p><b>1)CRITICAL REVIEW #1</b> <b>2)PROBLEM &amp; QUESTION #1</b></p> <p><i>Use class time to do a group discussion session to select one of the individual Critical Reviews and one of the Problem Statements &amp; Questions. You may create a new Assignments A if None of the individual ones is good enough.</i></p> <p><b><u>ONLINE CLASS DISCUSSION A</u> is due on Wednesday February 2 By 11:30 pm: Procedures will be posted on D2L News</b></p>
<u>Week</u> <u>4</u>	<u>Mon/Wed</u>	<b>FEB</b> <u>Jan 31/Feb 2</u>	<p><b><u>Theme:</u> <i>The Danger of a Single Story: Diversities in Africa</i></b></p> <p><b><u>Readings</u></b> <b>Fourth Edition of Moseley: Unit 1 Issue 3</b></p> <p><b>A QUESTION to guide your reading:</b> <b><i>How significant are the diversities in African countries/societies in understanding the development challenges of Africa?</i></b></p>
<u>Week</u> <u>5</u>	<u>Mon/Wed</u>	<u>7/9</u>	<p><b><u>Theme:</u> Methodologies and Theories</b></p> <p><b><u>Readings</u></b> <b>Fourth Edition of Moseley: Unit 2 Issues 5-7</b></p> <p><b>A QUESTION to guide your reading</b> <b><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></b></p>

<p><u>Week</u> <u>6</u></p>		<p><u>14/16</u></p>	<p><b><u>Theme:</u></b> The Family, Community and Culture in Africa Part 1</p> <p><b><u>Additional Reading:</u></b> Fourth Edition of Moseley: Unit 4 Issues 13-15.</p> <p>A QUESTION to guide your reading: <b><i>What are the socio-economic development implications of the changes in the Family, Community and Culture in Africa?</i></b></p>
<p><u>Week</u> <u>7</u></p>	<p><u>Monday</u></p> <p><u>Tue - Fri</u></p>	<p><u>21</u></p> <p><u>22 - 25</u></p>	<p><b><u>Theme:</u></b> The Family, Community and Culture in Africa Part 2</p> <p><b><u>Additional Reading:</u></b> Fourth Edition of Moseley: Unit 4 Issues 13-15.</p> <p>A QUESTION to guide your reading: <b><i>What are the socio-economic development implications of the changes in the Family, Community and Culture in Africa?</i></b></p> <p><b>READING BREAK</b></p> <p><b><u>ASSIGNMENTS B:</u></b> Based on Fourth Edition of Moseley: : Unit 4 Issue 13 or Issue 14</p> <p><b><u>INDIVIDUAL ASSIGNMENTS B: Two Assignments Due by Tuesday 11:30 pm</u></b></p> <p>1)Type 1: <b>CRITICAL REVIEW #2</b> 2) Type 2: <b>PROBLEM &amp; QUESTION #2</b></p> <p><b><i>Use class time to do Individual Assignments A and upload them Unto D2L Group Lockers and the Individual Assignments A Folder. Uploading procedures will be posted on D2L News</i></b></p> <p><b><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</i></b></p>
<p><u>Week</u> <u>8</u></p>	<p><u>Monday</u></p>	<p><u>28</u></p>	

	<u>Wednesday</u>	<u>30</u>	<p>create the Problem Statement. The assignments are based on the Readings referenced below.</p> <p><b><u>TEAM/GROUP ASSIGNMENTS B: Two Assignments</u></b>  <b><u>Due by Thursday 11:30 pm</u></b>  1) Type 1: <b>CRITICAL REVIEW #2</b>  2) Type 2: <b>PROBLEM &amp; QUESTION #2</b></p> <p><i>Use class time to do a group discussion session to select one of the individual Critical Reviews and one of the Problem Statements &amp; Questions. You may create a new Assignments A If None of the individual ones is good enough.</i></p> <p><b><u>ONLINE CLASS DISCUSSION B</u></b> is due on Tuesday March 2 by 11:30 pm: Procedures will be posted on D2L News</p>
<u>Week</u> <u>9</u>	<u>Mon/Wed</u>  <u>Module</u> <u>5</u>	<u>MAR</u>  <u>7/9</u>	<p><b><u>Theme:</u></b> Education and Job Training in Africa Part 1</p> <p><b><u>Readings:</u></b>  <b>Dei and McDermott (eds.) 2019: <i>Under the Baobab Tree</i></b></p> <p>A QUESTION to guide your reading:  <b><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></b></p> <p>ASSIGNMENT TYPE 3 Based on the book, <i>Under the Baobab Tree</i></p> <hr/> <p>Wednesday March 9  SUSTAINABLE DEVELOPMENT PRINCIPLES ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li><b><i>Upload your report on D2L for grading</i></b></li> </ul> <hr/>

<p><b><u>Week 10</u></b></p>	<p><b><u>Mon/Wed</u></b></p> <p><b><u>Module 5</u></b></p>	<p><b><u>14/16</u></b></p>	<p><b><u>Theme:</u></b> Education and Job Training in Africa Part 2</p> <p><b><u>Readings:</u></b>  Adu-Febiri. 2014. “Educated for a world that does not exist: Issues in Africa’s education and job training”. <i>Review of Human Factor Studies</i>, Volume 20, Number 1, pp. 30-72</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>
<p><b><u>Week 11</u></b></p>	<p><b><u>Mon/Wed</u></b></p> <p><b><u>Module 6</u></b></p>	<p><b><u>21/23</u></b></p>	<p><b><u>Theme:</u></b> Africa and Globalization: The Ecosystem Factor and Human Factor</p> <p><b><u>Readings:</u></b>  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><b>ASSIGNMENT TYPE 4</b></p> <hr/> <p>.....</p> <p><b><u>Due:</u></b> Wednesday March 23  COUNTRY PROFILE ASSIGNMENT DUE</p> <ul style="list-style-type: none"> <li>• <b><i>Upload your report on D2L for grading</i></b></li> </ul> <hr/> <p>.....</p>
<p><b><u>Week 12</u></b></p>	<p><b><u>Mon/Wed</u></b></p> <p><b><u>Module 7</u></b></p>	<p><b><u>28/30</u></b></p>	<p><b><u>Theme:</u></b> CONCLUDING REMARKS: AFRICA'S HOPE AND FUTURE</p> <p><b><u>Readings:</u></b>  No required readings.</p>

			<p>A QUESTION to guide your reading:  <b><i>What conclusions have you come to about the hope and future of Africa after taking this course?</i></b></p>
<b><u>Week 13</u></b>		<b><u>APR</u></b> <b><u>4/6</u></b>	<p>.....</p> <p>1. Q&amp;A Sessions  2. WORK ON YOUR TEAM SERVICE-LEARNING REFLECTIVE REPORT.</p> <p><b><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 issues your project focused on?</i></b></p> <p>.....</p>
<b><u>14a</u></b>	<b><u>Monday</u></b>	<b><u>11</u></b>	<p><b>Open Book Final Exam: Monday April 11 during class time. You may do this exam as an individual or in groups. You determine your own group size.</b></p> <p><b>ASSIGNMENT TYPE 5</b></p> <p>.....</p> <p>Wednesday April 13  SERVICE-LEARNING PROJECT REFLECTIVE REPORT DUE</p> <ul style="list-style-type: none"> <li><b><i>Upload your report on D2L by 11:30 pm</i></b></li> </ul>
<b><u>14b</u></b>	<b><u>Wednesday</u></b>	<b><u>13</u></b>	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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### EVALUATION COMPONENTS

Critical Reviews	10%
Problem Statement & Question	5%
Class Discussion	2%
Sustainable Development: Book Review	20%
Country Profile	15%
Service Learning Project	30%



Final Exam  
TOTAL

18%  
100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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Attend classes regularly, read course material, submit assignments on time, take all examinations, collaborate on team/group work.

## SCHOOL OR DEPARTMENTAL INFORMATION

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## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

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Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>

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Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

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## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that

course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.