



Learning Enabler: Ismaila Odogba, Ph.D.

Office hours: Mon & Wed: 11:00-12:30 or by appointment

Class Schedule: Tuesday, *Online* & Thursday: 12:30-1:45

Email: iodogba@uwsp.edu

Office: Science B303

Venue: SCI A112

Course Description:

This course offers an exploration of the processes such as environmental, economic, political, and socio-cultural, which influence the patterns of human utilization of the African continent, its resources, and the dynamics of societal change. Specifically, this course will place African current events into a locational context while emphasizing development, the colonial experience, and geopolitics within the region.

Essential Understandings of the Course:

- The consequences of European imperialism continue to reverberate on the Africa continent.
- The continent has been unable to realize its development potential due to both local and global challenges.

Essential Questions:

- How has western intervention affected the political, socio-economic, and cultural landscape of Africa?
- Why are Africa nations typically classified as ‘developing’ or ‘third world’ countries despite the abundance of natural and human resources?

Learning Outcomes:

1. To discern the imprint of imperialism on contemporary events in Africa
2. To deconstruct the major challenges and issues facing African nations
3. To analyze the consequences of rapid population growth in African cities
4. To identify and describe the natural features of the African landscape
5. To explain the role of African nations in the global economy

General Education Program (GEP) Alignment:

This course fulfills the Cultural and Environmental Awareness (Global Awareness), and Investigation Level (Social Sciences) requirement of the GEP. Geography tends to examine, from a spatial perspective, the diversity and range of the physical and human systems across the world. Consequently, it complements and aligns with the learning outcomes in these categories.

Format:

The course is delivered in a **hybrid format**; a face-to-face on campus and an **online component** delivered via the **Canvas** learning Platform at <https://www.uwsp.edu/canvas/Pages/default.aspx>. Course materials – readings, instructor’s lectures, media, activities, and assignments – for in-class and post-class (homework) can be accessed through the Canvas starting on the first day of the semester. You will need your **UWSP** username and password to log into the Canvas site. The class shall involve lectures, exercises, class discussions, online activities, reading questions, videos, and exams.

A **hybrid format** is somewhat different from either a traditional classroom-based course or a fully online course. Essentially, a hybrid course meets approximately half the time online and the other half face-to-face in a classroom. Instead of meeting in-class twice per week for 75 minutes each class, we will meet once per week on Thursdays and the rest of the week is held virtually in the Canvas learning platform on Thursdays. **Note that after the Thanksgiving Break, the course will become a fully online Asynchronous course.** This means that students are provided with content and assignments and are given a time frame to complete course activities.

This course also follows a “**flipped classroom**” approach to learning. This means that students are expected to prepare for each class (through readings, viewing lectures and media, participating in activities and online discussions, and/or completing assignments in the online portion of the course) prior to attending class. This will allow class time to be used for more active, engaging, and/or collaborative activities and discussion for a more enriching learning experience for students.

A core set of beliefs about teaching and learning influence my teaching; one of which is that ***learning is an active student-centered activity and teaching is simply not the transmission of knowledge from the instructor to the students.*** The process of instruction involves both the enabler (i.e., the instructor) and students (learners) engaging in an interactive environment to discover, understand, and apply knowledge to issues.

Course Policies:

Readings. Complete the assigned readings prior to class. Be prepared to discuss the assigned reading in class. Being up to date on current events enhances one’s geographical knowledge. Students should follow current African events by consulting a variety of sources. Sources include the Internet (e.g., www.allafrica.com, www.usafricaonline.com, www.allafricanews.org, www.newsfromafrica.org, or www.bbc.com), national sources (e.g., the *New York Times* or *Newsweek*), and magazines/journals (e.g., *The Economist*). Newspapers, magazines, and journals can be found on the second floor of UWSP library.

Participation. Participation in discussions is very desirable. You are strongly encouraged to participate during class. Do share your ideas, thoughts, and ask questions. If this is difficult for you due to language, shyness, or a disability, ***please see me.*** The purpose of the class discussion is to enhance understanding; ***so, do respect the ideas, thoughts, and opinions of others.*** Do note that each member of the class deserves to learn in an environment where they are all treated with the highest levels of dignity and respect. Abusive, offensive, discriminatory, or otherwise harassing behavior is not permitted.

Attendance and Gadgets (voodoo). I will take attendance regularly as required by university regulations. Arriving late and leaving early disrupts class and shall result in a reduction in your total course score by ***2 points for each occurrence.*** Everyone is permitted ***only one unexcused absence.*** Thereafter, every unexcused absence will cost you ***2 points.*** If you are unable to attend class, please inform me ahead of time (except in case of an emergency or illness). All electronic devices such as cell phones, iPods, and similar devices are prohibited during class. Cellphones are to be turned off (or on vibrate) during class, and do not answer phone calls or text messages during class unless there is an emergency. Laptops and tablets may be used in class for note-taking purposes and for the in-

class group activities. Please refrain from checking email, web browsing or other activities that are not related to the class as these activities are distracting and disrespectful to fellow students and the instructor. If you are using a laptop, sit in the front row and expect to be consulted during lectures to provide ancillary information. Note that you are responsible for all material presented in class and the assigned readings. Thus, if you miss a class, do not email me asking, “What did I miss?”

Course exams, exercises, reading questions, and project. You must submit all assignments and take tests at the scheduled time. The instructor will not accept late submissions without a verified excuse; **late submissions will receive zero credit.** Likewise, make-up quizzes or exams will require a verifiable excuse. The exams are collaborative, and the exercises are online.

Group Project: - A research project to synthesize your understanding of Africa by creating a poster that compares essential data and relevant information on African nations.

Reading Questions: - These responses or short essays of no more than three double-spaced pages are exercises in critical reading and thinking. Critical reading is an analytic activity. The reader rereads a text to identify patterns of elements -- information, values, assumptions, and language usage-- throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text. Critical thinking involves bringing outside knowledge and values to evaluate the presentation/text and decide what to ultimately accept as true. Grading will be based on how well you demonstrate your understanding of the ideas from the readings and show that your own thinking is supported by facts presented in the readings and other sources. See <http://www.criticalreading.com/> for more on critical reading and thinking.

The following guidelines are to be followed for all assignments and reading questions:

- Reading Question papers are to be submitted to Canvas as a “Word” (*.doc or *.docx) document with the required parts and length of the assignment no later than the due date.
Do not email reading question papers to the learning enabler!
- All papers submitted to Canvas must have your "Last Name" and the assignment "Title" as part of the **file name** (i.e., smith_final_paper.doc - not smith.doc or paper.doc).
- Papers are to include a **Heading** – [Course Section] [Semester] [Date] – [First Name, Last Name] and, [Assignment Title].
- Students are advised to always keep second copies of all assignments that are turned in. In the case of a piece of work becoming lost, regardless of fault, it is the responsibility of the student to provide a second copy.
- Assignments are to be double-spaced in 12-point type, Times New Roman font, with at least 1” margins on all sides of the paper, with pages numbered.
- Brevity and clarity are highly valued attributes for all reports and assignments.
- Papers are to be free from spelling, grammatical, punctuation, and typographical errors – use spell checker and grammar checker and having someone else do a second read of your work for clarity is recommended.
- **Appropriate use of references is required for all assignments.** For example, if the assignment includes a discussion of a search engine, web site, article, or other resource, be

sure to clearly specify (i.e., ‘cite’) the “sources” that you are using, even for homework assignments where the professor assigned the resource.

Email. I strongly advise that you check your email regularly. If an unanticipated emergency necessitates a class cancellation or other last-minute change, you will be notified via email. Part of being professional is learning to communicate professionally with your professors and colleagues. The following are some etiquettes for sending good Email messages. I will not respond to unprofessional Emails.

1. Begin with a salutation (for example, “Hello, Professor SpongeBob”)
2. Always include a subject heading so that your email does not get put into the spam folder and deleted.
3. Be concise and brief. Lengthy discussions should be held in person.
4. Pay attention to grammar and spelling. Emails are professional communication and should not read like text messages.
5. Be professional and polite. Ask for help rather than make demands or lodge complaints. Negatively tinged emails usually go over poorly with the recipient. It is almost always better to talk to your instructor in person.

DO NOT send an email about information you can easily find on your own (e.g., something on the syllabus, UWSP home page or the like) or that reads like a text message.

Grading Policy:

This course is worth “500” points.

1. Attendance/Participation	25 pts.
2. Online Exercises (2; 20 pts. each)	40 pts.
3. Online Activities	65 pts.
4. Group Project	100 pts.
5. Reading Questions (3; 40 pts. each)	120 pts.
6. Exams (3; 50 pts. each)	150 pts.

Percentage ranges for letter grades

93-100% = **A**; 90-92% = **A-**; 87-89% = **B+**; 83-86% = **B**; 80-82% = **B-**; 77-79% = **C+**;
73-76% = **C**; 70-72% = **C-**; 67-69% = **D+**; 60-66% = **D**; Below 60% = **F**

University policy does not recognize grades for A+ or D-. An incomplete is not an option in this course. I will only honor a request for an incomplete under the most extraordinary and documented circumstance (such as an illness documented with a doctor’s written excuse) which hinders the completion of course requirements.

Requirements for an Excellent Grade: 1) attend class regularly, 2) participate in discussions and class activities, 3) peruse the readings for each chapter, 4) complete and submit all assigned work on time and, 5) prepare adequately for quizzes. Do feel free to email me or drop by my office if you have any difficulties regarding this course; emails should contain *your name, class, and section number*.

Informed Contribution

Students will get points for contributing to the class when they participate in class dialogues. A quality contribution to class discussions has any or all of these attributes:

1. It contributes new information to the dialogue. For instance, if a student agrees with a colleague's statement, the student must present reasons that were not cited by the initial speaker.
2. It raises a question that generates reflection on the subject.

The informed contribution points earned will be added to the overall course points before the course grade is determined. **Note:** This is subject to a student having attended at least 24 classes.

Special Accommodations:

UWSP is committed to providing reasonable and appropriate accommodation for students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu. In addition, I will accommodate religious belief according to UWSP 22.03.

Academic Dishonesty:

UWSP prohibits academic dishonesty. It is your responsibility to understand the issues concerning academic standards, disciplinary procedures, and students' rights and responsibilities at <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Emergency Response Guidance:

In the event of a medical emergency call 9-1-1 or use the nearest Red Emergency Phone. Help if trained and willing to do so. Guide emergency responders to victims. In the event of a tornado warning, proceed to the lowest level interior room in the building without window exposure See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms). In the event of a fire alarm, evacuate the building in a calm manner and meet at a safe location more than 200 yards away from the building. Notify instructor or emergency command personnel of any missing individuals. Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency responses.

Student Policies:

Course Materials:

Stock, Robert. 2012. *Africa, South of the Sahara: A Geographical Interpretation*. Third Edition. New York: The Guildford Press. *Yes, the text is dated, dense and is sleep inducing. However, it contains a lot of relevant information and insights on Africa.*

Articles and news events as deemed appropriate will supplement the text. I will inform you of these readings prior to the class for which they are assigned. All materials for this course (syllabus, assignments, articles, etc.) are available on Canvas.

Tentative Schedule:

The instructor reserves the right to make changes in the syllabus and schedule when necessary to meet students' learning needs, compensate for missed classes, or other unforeseeable reasons.

Week One (September 5, 7):

- Online, September 5: Peruse the Course Syllabus
 - Course syllabus quiz (5 points)

Part II: The Context for Africa

- September 7: Views of Africa: My View, Your View, and Their View
 - Overview of course syllabus
 - Readings: Chapter 1 & 2

Week Two (September 12, 14):

- Online, September 12: *Myth and Western Perception of Africa*. Peruse the three posted articles. Write a no more than 750 words essay on how a popular western myth shapes Western understanding of Africa. (10 points)
- September 14: The Physical Geography of Africa
 - Readings: Chapter 7, 8 & 9
 - **RQ I: Why was Africa colonized? Discuss two factors that led to the independence of the African colonies. Due September 28, on Canvas.**

Week Three (September 19, 21):

- Online, September 19: Reference and post two functioning links to information (articles, webpages, media, etc.) relevant to reading question I (5 points)
- September 21: Pre-Colonial Africa
 - Readings: Chapter 10

Week Four September (26, 28):

- Online, September 26: Physical Guide Exercise due September 29 (20 points)
- September 28: The Colonial Experience & Independence
 - Readings: Chapter 11 & 12

Week Five (October 3, 5):

- Online, October 3: *A Colonial Legacy*. Watch "Forsaken Cries, the Story of Rwanda". Write a no more than 750 words essay on how the colonial history of Rwanda played in a role in the Rwandan Genocide. (10 points)
- October 5: Legacy – Society & Culture
 - Readings: Chapter 4, 5, & 6

Week Six (October 10, 12):

- Online, October 10: Political Exercise due October 13 (20 points)
- **October 12: Exam I**
 - **RQ II: Discuss four factors responsible for rapid urbanization on the Africa continent. Due October 26, on Canvas.**

Week Seven (October 17, 19):

- Online, October 17: Reference and post two functioning links to information (articles, webpages, media, etc.) relevant to reading question II. (5 points)

Part II: Contemporary Africa

- October 19: The Implications of Urbanization
 - Readings: Chapter 13, 14, & 15

Week Eight (October 24, 26):

- Online, October 24: Peruse 'Urbanization in Africa'. Post a list of two environmental issues due to urbanization in Africa. (5 points)
- October 26: Food (In)security
 - Readings: Chapter 19, 20, & 21
 - **Investigation Africa Project posted on Canvas. Due December 12 on Canvas.**

Week Nine (October 31, November 2):

- Online, October 31: *Causes of Food Insecurity*. Peruse 'Hunger Crisis in Niger' and 'Hunger in Africa'. Write a no more than 750 words essay on two factors that contribute to food crisis on the African continent. (10 points).
- November 2: The Economy
 - Readings: Chapter 22, 23, & 24

Week Ten (November 7, 9):

- Online, November 7: Reference and post two functioning links to information (articles, webpages, media, etc.) relevant to the African economy. (5 points)
- November 9: Poverty and Health
 - Readings: 28 & 29
 - **RQ III: Why is Africa (and most of its nations) typically considered a less developed continent despite an abundance of natural resources? Due November 22 on Canvas.**

Week Eleven (November 14, 16)

- Online, November 14: Reference and post three functioning links to information (articles, webpages, media, etc.) relevant to reading question III. (5 points)
- **November 16: Exam II**

Part III: Prospects for the Future

Week Twelve (November 21, 23)

- Online, November 21: Watch ‘*Stealing Africa: How Much Profit is Fair - Why Poverty?*’. Available on Films on Demand via UW-Stevens Point Library website. This documentary will provide context for our next lecture.
- November 23 - 26: Thanksgiving recess begins 18:00 on November 22

Week Thirteen (November 28, 30):

- Online, November 28: Visit the African Development Bank website at <https://www.afdb.org/en/knowledge/publications/african-economic-outlook> List three identified challenges to economic growth and development in Africa. (5 points).
- November 30: Challenges & Natural Resource: Curse or Blessing?
 - Readings: Chapters 3, 25, 26, 27 & 30

Week Fourteen (December 5, 7):

- Group Project workweek

Week Fifteen (December 12, 14):

- December 12: Group project workday
- December 14: Group project presentations
 -

Week Sixteen: Exam III (Open testing/Take home).

Monday, December 18, 2023, from 2:45 - 4:45

Students are strongly encouraged to check their UWSP email and Canvas regularly for information pertaining to the course.

Some Important Dates:

Sept 4, 2023: Labor Day

Sept 14, 2023: Last day to add or drop a 16-week course without a grade.

Nov 10, 2023: Last day to drop a 16-week course.

Nov 22-26, 2023: Thanksgiving recess begins at 6 pm on Nov 22.

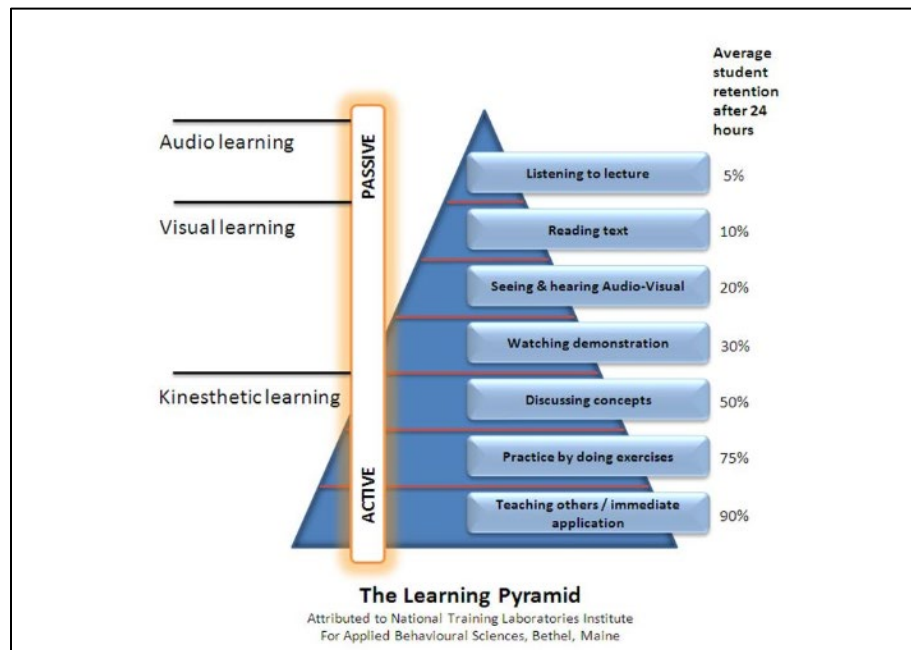
Dec 15, 2023: Last day of classes

Dec 16, 2023: Commencement

Teaching Philosophy:

Teaching is a fundamental component of my scholarly life. Over the last few years, I strived and continue to strive to improve the ability of my students learn, think critically, and augment their problem learning skills. I design and conduct my courses in a manner that is most conducive to developing in my students a life-long interest in learning and a greater capacity to think critically. My teaching philosophy is that learning is a student-centered lively activity and knowledge should be largely applicable to the resolution of real-world problems. Due to this belief, this syllabus is structured using backward design, core performance tasks, and other teaching techniques to create

an interactive learning environment that hopefully helps the students improve their learning and to engage in critical thinking. The process of instruction, for me, involves both the learning enabler (i.e., the instructor) and students (learners) engaging in this interactive environment to discover, understand, and apply knowledge to practical issues.



Bligh (1998) gives some evidence for the effectiveness of different teaching methods. In 1954, a similar pyramid with slightly different numbers had appeared in a book, *Audio-Visual Methods in Teaching*, published by the Edgar Dale Dryden Press, New York.

Contractual Agreement:

This syllabus is a contract between the professor and the students. Please study it carefully, as you are expected to prepare for the quizzes and tests, follow instructions, and complete the assignments contained in the syllabus on time even if the professor doesn't remind you. Lecture materials and recordings for World Regional Geography are protected intellectual property at UW-Stevens Point. Students in this course may use the materials for their personal use related to participation in this class. Students may not copy or share lecture materials outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials constitutes copyright infringement and may be addressed under the university's policies, UWSP Chapters 14 and 17, governing student academic and non-academic misconduct.