

GEOG 317: Africa

Tuesday and Thursday: Science Building, B347

Time: 12:30-13:45

Learning Enabler: Ismaila Odogba, Ph.D. **Office:** Science D337 **Phone:** (715) 346-4451

Office Hours: Monday and Wednesday 11:00-12:30 or by appointment **Email:** iodogba@uwsp.edu

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 the aforementioned categories.

Format:

This course is designed for classroom delivery. The class shall involve lectures, map exercises, class discussions, in-class activities, reading questions, videos, and exams.

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. Punctual attendance and 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 class discussions is to provoke debate, so do respect the ideas, thoughts, and opinions of others.

Attendance. I will take attendance regularly. Arriving late and leaving early disrupts class and shall result in a reduction in your final grade. Each individual is permitted ***only two (2) unexcused absences***. Thereafter, every unexcused absence will cost you ***5 points*** from your course total. 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. These constitute distractions that reduce the ability to absorb class content. I will permit the use of laptops for taking notes but you must sit in the front row or at an end seat. 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 group project. You must submit all assignments and take quizzes 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 will require a verifiable excuse.

Exams: - Three individual and three group exams.

Class Exercises: - Two map exercises pertaining to the physical geography of Africa and its political regions.

Group Project: - Research project to synthesize your understanding of the geography of Africa by creating a poster that compares essential data and relevant information on African countries.

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 as a whole. Critical thinking involves bringing outside knowledge and values to evaluate the presentation/text and decide what to ultimately accept as true. In essence, 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.

Special Accommodations. UWSP is committed to providing reasonable and appropriate accommodations to 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.

Grading Policy:

This course is worth “500” points.

1. Attendance	30 pts.
2. Class Exercises (2; 25 pts. each)	50 pts.
3. Group Participation	50 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 in the case of an unforeseen circumstance (such as an illness documented with a doctor’s written excuse) which hinders the completion of course requirements.

Informed Contribution

Students will get credit 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.

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 and course**.

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 <http://www.uwsp.edu/dos/Pages/Academic-Concerns%20for%20Students.aspx>

Emergency Response Guidance In the event of a medical emergency call 9-1-1 or use nearest Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim. 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 response at UW-Stevens Point.

Student Policies:

Course Materials:

Stock, Robert. 2012. *Africa, South of the Sahara: A Geographical Interpretation*. Third Edition. New York: The Guildford Press.

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.) will be available on D2L.

Tentative Schedule:

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

Sept. 5: Course Introduction and Overview

Part 1: Understanding Africa

Sept. 7, 12: Views of Africa: My View, Your View, and Their View
Readings: Chapters 1 & 2

Sept. 14, 19: The Physical Geography of Africa
Readings: Chapters 7, 8, & 9
Question 1: ***Why was Africa colonized and what reasons led to the independence of the colonies? Due 09/27/17 in D2L dropbox.***

Sept. 21: *Physical Guide Exercise*

Sept. 26: Pre-Colonial Africa
Reading: Chapter 10

Sept. 28, Oct. 3: The Colonial Experience and Independence
Readings: Chapters 11 & 12
Movie: *The Scramble for Africa*

Oct. 5: Legacy of European Imperialism

Oct. 10: *Political Exercise*

Oct. 12: Culture and Society

Readings: Chapters 4, 5, & 6
Movie: *Neria*
Question 2: **List and discuss four factors responsible for rapid urbanization on the African continent? Due 10/23/17 in D2L dropbox.**

Oct. 17, 19: Exam I and Exam Debrief

Part 2: Contemporary Issues

Oct. 24, 26: The Implications of Urbanization
Readings: Chapters 13, 14, & 15
Movie: *Future States of African Cities*

Oct 31: The Economy
Readings: Chapters 22, 23 & 24
<https://www.youtube.com/watch?v=hWW10gdSQNU>
<https://www.youtube.com/watch?v=OjgJ2KpyJ5w>

Nov. 2, 7: The Absence of Food Security
Readings: Chapters 19, 20, & 21
Group Project Posted on D2L

Nov. 9, 14: Poverty and Health
Reading: Chapters 28, 29, & 30
Question 3: **Why is Africa considered a less developed continent despite an abundance of natural resources? Due 11/29/17 in D2L dropbox.**

Nov. 16, 21: Exam II and Exam Debrief

Nov. 23-26: Thanksgiving Recess

Part 3: Future Prospects

Nov. 28: Group Project Workday

Nov. 30: Natural Resource: Curse or Blessing?
Readings: Chapters 25, 26, & 27
Movie: *Stealing Africa: How Much Profit is Fair? - Why Poverty*

Dec. 5, 7: Group Project Work Day

Dec. 12: Project Presentations

Dec. 14: Challenges in the 21st Century
Readings: Chapters 3, 16, 17, 18, & (559-564)
Group Project Due

Final Exam (Take Home Exam)

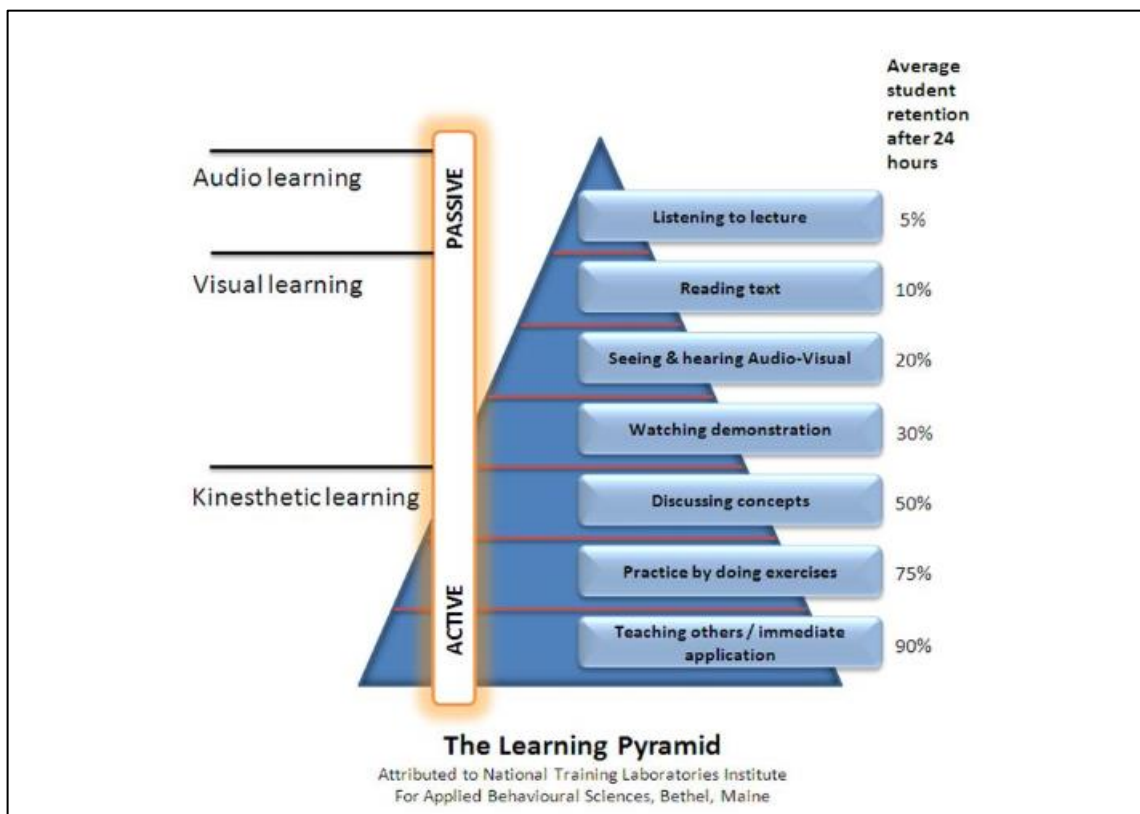
Dec. Tuesday 19 from 8:00-10:00

Important Dates:

Nov. 23-26: Thanksgiving recess begins 18:00 on Nov 22.

Dec. 15: Last day of classes.

Students are strongly encouraged to check their UWSP email and the D2L news site regularly for information pertaining to the course.



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. [Bligh \(1998\)](#) gives some evidence for the effectiveness of different teaching methods.