



**Learning Enabler:** Ismaila Odogba, Ph.D. **Office:** Science D337  
**Office Hours:** Wed: 12:30-14:00 or by virtual appointment  
**Class Schedule:** Tuesday: 9:00-10:50; *Thursday: Online*

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**Email:** [iodogba@uwsp.edu](mailto:iodogba@uwsp.edu)  
**Venue:** TNR 170

### 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 Tuesdays and the rest of the week is held virtually in the Canvas learning platform on Thursdays. Those unable to physically attend class on Tuesday, should inform me ahead of time and as to have the option of joining the lecture virtually. **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](http://www.allafrica.com), [www.usafricaonline.com](http://www.usafricaonline.com), [www.allafricanews.org](http://www.allafricanews.org), [www.newsfromafrica.org](http://www.newsfromafrica.org), or [www.bbc.com](http://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. I will take attendance regularly as required by the 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 to other members of the class and are also 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.

*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 four 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.

### Grading Policy:

This course is worth “500” points.

1. Attendance/Participation	30 pts.
2. Online Exercises (2; 20 pts. each)	40 pts.
3. Online Activities	60 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.

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 6<sup>th</sup> floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu). In addition, I will accommodate religious belief according to UWSP 22.03.

### 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.

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 9 lectures.

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 <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 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](http://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](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency responses. UW-Stevens Point.

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 etiquette 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 done 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.

**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 Canvas.

**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. 3: Peruse the Course Syllabus and take Syllabus Quiz  
*Online, Sept. 3:* *Syllabus Quiz. (5 points).*

**Part 1: Understanding Africa**

Sept. 8: Views of Africa: My View, Your View, and Their View  
(Overview of Syllabus)

*Readings:* Chapters 1 & 2

*Online, Sept. 10:* *Peruse 'Images of Africa in the Western Media'. Post a no one than 1,000 words response on how a popular myth shapes Western understanding of Africa. (10 points).*

Sept. 15: 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 09/29/20 on Canvas.***

*Online, Sept. 17:* *Reference and post three functioning links to information (articles, webpages, media, etc.) relevant to your reading question. (5 points).*

Sept. 22: Pre-Colonial Africa

*Reading:* Chapter 10

*Online, Sept. 24* *Physical Guide Exercise; (20 points) due Sept 27.*

Sept. 29: The Colonial Experience and Independence

*Readings:* Chapters 11 & 12

*Online, Oct. 1:* *Watch "Forsaken Cries, the Story of Rwanda". Post a no more than 1,000 words response on how the colonial history played in a role in the Rwandan Genocide. (10 points)*

Oct. 6: Legacy of European Imperialism/Culture and Society

*Readings:* Chapters 4, 5, & 6

*Online, Oct. 8:* *Political Exercise; (20 points) due Oct 11.*

- Oct. 13: **Exam I (In Class)**  
*Question 2: Discuss four factors responsible for rapid urbanization on the African continent? Due 10/27/20 on Canvas.*
- Online, Oct. 15: Reference and post three functioning links to information (articles, webpages, media, etc.) relevant to your reading question. (5 points).*

## **Part 2: Contemporary Issues**

- Oct. 20: The Implications of Urbanization  
*Readings: Chapters 13, 14, & 15*  
*Online, Oct. 22: Peruse 'Urbanization in Africa'. Post a list of two environmental challenges of urbanization in Africa. (5 points).*
- Oct. 27: The Absence of Food Security  
*Readings: Chapters 19, 20, & 21*  
***Investigating Africa Project Posted on Canvas***  
*Online, Oct. 29: Peruse "Hunger Crisis in Niger". Post a no more than 1,000 words response on two factors that led to the food crisis and the IMF reform which resulted in higher gas prices and thus contributed to higher food prices.? (10 points).*
- Nov 3: The Economy  
*Readings: Chapters 22, 23 & 24*  
*Online, Nov. 5: Reference and post three functioning links to information (articles, webpages, media, etc.) relevant to the African economy. (5 points).*
- Nov. 10: Poverty and Health  
*Reading: Chapters 28 & 29*  
*Question 3: Why is Africa considered a less developed continent despite an abundance of natural resources? Due 11/26/20 on Canvas.*  
*Online, Nov. 12: Reference and post three functioning links to information (articles, webpages, media, etc.) relevant to your reading question. (5 points).*
- Nov. 17: **Exam II (In Class)**

## **Part 3: Prospects for the Future**

- Online, Nov. 19: 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.*
- Nov. 24 Nov. 19: Challenges & Natural Resource: Curse or Blessing?  
*Readings: Chapters 3, 25, 26, 27 & 30*  
*Online, Nov. 26 Project Workday*



## ASYNCHRONOUS ONLINE LEARNING BEGINS

Dec 1, 3, 8: Project Workdays

*Online Dec. 10:* **Upload Project onto Canvas.**

December 12 - 16: **Final Exam (Take Home)**

### **Important Dates:**

September 14: Last day to add or drop a 16-week course without a grade

November 6: Last day to drop a 16-week course

November 25 - 29: Thanksgiving recess begins 18:00 on November 25, 2020

December 11: Last day of Classes

December 12: Commencement

### **Guidance on Face Coverings:**

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

### **Other Guidance:**

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

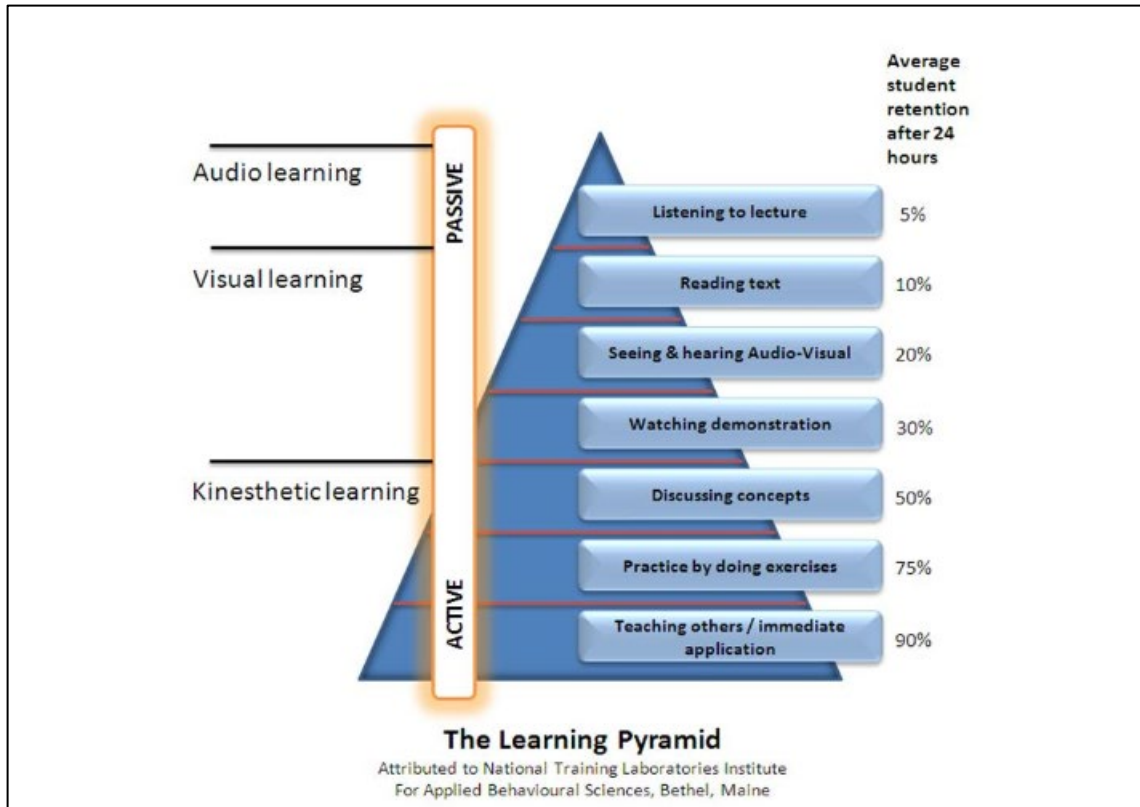
Students are strongly encouraged to check their UWSP email and the *Canvas Announcement Page* regularly for information pertaining to the course.

### **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, a love for the discipline, 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.



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.