

San José State University
College of Social Sciences, Geography Department
Course # 28785, GEOG 168: Sub-Saharan Africa, Spring
2015

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Office Hours:	Wednesday 3:30-4:30 pm and by appointment
Class Days/Time:	Tuesday & Thursday 10:30-11:45 am
Classroom:	Clark 224

Canvas

All course resources can be found on our GEOG 168 [Canvas](#) webpage after you log into using your 9-digit SJSU ID and password. You are responsible for regularly checking this website for the latest information and communication. Please log in and follow the 'Getting Started' steps.

Course Description

(From Course Catalog) Regional study of environments, as well as cultural, economic and political geography of Africa south of the Sahara. Special attention given to geographic factors in the progress of less developed countries. (3 units)

Course Learning Outcomes

Africa, the second largest continent by area, is the origin of *homo sapiens*, great civilizations, and to this day still includes some of the world's most vibrant human cultures. Rich in minerals, and having extraordinary natural and human resources, it was fundamental to European and North American economic development gains achieved by exploitative 19th century colonial interventions. Still today modern Sub-Saharan Africa (specifically) is negatively represented in world media thus reinforcing a reputation of poverty, gender inequality, violent conflict, corruption, famine, and disease.

This survey course aims to expose students to Sub-Saharan as viewed through a geographic lens to reveal a much deeper understanding of the complexities associated with this region.

By examining distributions and patterns of historical, political, environmental, and economic (looming debt and structural adjustment) phenomena, and their evolving interactions, students will be able to dispel myths and stereotypes stemming from Joseph Conrad's early savage depiction portrayed in *Heart of Darkness* to more recent misreporting on central African genocide. Although societal challenges are still real, Sub-Saharan Africa serves as an example of the human capacity to survive, at times against all odds. In highlighting advancements in human rights, independence, and human development indices students will be better adept at discussing themes, context, and contrasts of Sub-Saharan Africa and its place in the global economy.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

- CLO1 *A basic understanding of the diverse physical, cultural, economic, and political geography and phenomena of Sub-Saharan Africa with cognizance to its relationship to historical western colonial powers.*

Students will demonstrate understanding through in-class exercises and written examinations.

- CLO2 *An awareness of the historical events that have shaped sub-Saharan Africa's physical and human landscapes and the consequences these events have for understanding the region today.*

Students will be shown examples during lectures and in documentary films.

- CLO3 *Ability to examine critically contemporary issues affecting the continent (such as political unrest, economic development, environmental degradation).*

Students will present independent research on a chosen issue and country.

Required Texts/Readings

Textbook

Required: *Africa South of the Sahara: A Geographic Interpretation (3rd Ed.)* by Robert Stock (2013). ISBN 978-1-60623-992-6.

Students will also be assigned excerpts from popular stories to read during this term: *Heart of Darkness* by Joseph Conrad, *Out of Africa* by Isak Dinesen, *How I Found Livingstone* by Henry Stanley, and *Purple Hibiscus* by Chimamanda Adichie.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Grading Policy

Students will be scored on in-class participation, book group discussions, a mapping exam, and country update essays, a research paper, and research paper presentation.

- Attendance will be taken at the beginning of each lecture session. It will be your responsibility to be sure your name is not missed on my roster. Active, engaged participation in the lecture discussion is imperative to your overall grade in this course so good attendance is expected.
- In groups of 5 students will be tasked to orally answer instructor and classmate audience questions in a panel format from assigned popular book excerpts – *Heart of Darkness*, *Out of Africa*, *How I Found Livingstone*, or *Purple Hibiscus*. Students within each group will earn the same score so collaborative preparation is mandatory. Grading will be in accordance with the *Book Discussion* rubric posted on Canvas.
- The Mapping Exam will be administered during class. It is a closed note, closed book/atlas fill-in-the-blank format for you to identify countries, primate cities, and important physical and human geography features comprising Sub-Saharan Africa.
- During the first week of class, a Sub-Saharan African country will be assigned to you to follow over the term duration. Three *Country Update Essays* are required. Each essay will provide a brief 500-word (12-point times new roman font, 1” margins on all sides) current events recap along with relevant connections to in-class discussions and/or textbook and lecture materials. In the *Research Paper* you will expand upon learnings gained in your country update essays by writing an additional 2,500-words (10-double spaced pages) about your assigned country in context of a randomly selected broad issue topic – gender, conservation, resources availability, global economy, or health. You must synthesize information on this issue as it is discussed in at least 4 recent media sources and 1 academic journal article from physical and cultural geography perspectives, with a strong emphasis on interactions between the two, and integrate any key political, cultural, and social impacts this issue has on people living there. In closing, you should argue whether you agree or disagree with the country’s current plan(s) or management action(s) for addressing this issue. Be prepared to present only the most interesting findings from your research paper in a 5-minute oral *Presentation* to be held during the final exam period.
- There is ample opportunity to demonstrate your desire for a good grade through regular assignments, in-class participation, and the mapping exam. However, reviewing documentary films shown in class may count toward *Extra Credit* if you demonstrate in writing that you have thought critically about narratives or images presented in from a global geography context. For extra credit points provide me a typed 3-page essay (750-words min., double-spaced, 12-point Times New Roman font with 1” margins on all sides) summarizing new facts gained along with a thought-provoking critique. Extra credit is due no later than one week following the in-class showing. Each essay you submit, for a maximum of three, may earn you an additional 10-points in this course.

	Points Possible
In-Class Participation	75
Book Discussion Group	100
Mapping Exam	50
Country Update Essay 1	25
Country Update Essay 2	25
Country Update Essay 3	25
Research Paper	100
Research Paper Presentation	50
Film Essay Extra Credit (Optional: up to 30 additional points)	
TOTAL	450

GRADE SCALE:

A+ = $\geq 97\%$	A = 94-96%	A- = 90-93%
B+ = 87-89%	B = 84-86%	B- = 80-83%
C+ = 77-79%	C = 74-76%	C- = 70-73%
D+ = 67-69%	D = 60-66%	D- = 51-59%
		F = $\leq 50\%$

Classroom Protocol

- Assigned chapter *readings* from the textbook must be completed prior to scheduled lectures for active participation in classroom lectures and discussions.
- I will be presenting material in lectures and labs that may not be available, or clear, in the textbook for which you are responsible on exams so *on-time arrival and good attendance is vital*. You are responsible for finding out what you missed should you be absent or tardy; refer to the course [Canvas](#) page for materials and/or handouts covered during class.
- All *assignments* are due as stated on the Course Schedule and late work will NOT be accepted.

In addition to course specific protocols, students are expected to:

- Be civil and courteous to one another. While we may not always agree with other perspectives and opinions, classroom respect is mandatory.
- Silence all mobile devices (phones and tablets) and keep them out of reach and view.
- Use laptops/tablets for note taking responsibly. If you are caught browsing the Internet or Social Media outlets during class I will ask you to stop using your device for the remainder of the semester.
- Save all your work (lab exercises, quizzes, projects, and exams) until after you have checked your final course grade. Then if you have questions about your final grade, you can bring in past work, and if necessary, corrections can be made.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, and should be aware of the current deadlines and penalties for dropping classes. Refer to the current semester's [Catalog Policies](#). Add/drop deadlines can be found on the [Academic Calendars webpage](#) with further explanation in the [Late Drop Policy](#). Information about the latest changes and news is available at the [Advising Hub](#)

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy S07-2](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Information is available at the [Student Conduct and Ethical Development](#) website.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](#) (DRC) to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of relevant topics such as improving your learning and memory, and alleviating procrastination. A computer lab and study spaces are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections](#) for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources



offered through the Writing Center, visit the [Writing Center](#) website. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#) at <http://www.sjsu.edu/counseling>.

GEOG 168: Sub-Saharan Africa, Spring 2015 Course Schedule

All chapters referenced below correspond to the assigned *Africa South of the Sahara* text. Readings are to be completed **prior** to subject lecture dates. Please note this schedule *is* subject to change given fair notice, so please refer to [Canvas](#) for latest information. Any changes will also be announced at the beginning of class.

Course Schedule

Week	Date	Topics, Assignments, Deadlines
1	1/22	Intro, Syllabus, Textbook, Canvas, Choose Countries & Books
2	1/27 1/29	Introduction Ch 1: The Map of Africa Geospatial Revolution: Power to the People Ch 2: Imaging Africa: Roots of Western Perceptions Chimamanda Ngozi Adichie TED Talk
3	2/3 2/5	Ch 3: Development Theory and Practice in the African Context Ch 16: Africa in the World Economy
4	2/10 2/12	COUNTRY UPDATE ESSAY 1 DUE Ch 4: African Culture: Diversity and Creativity <i>Without the King</i>
5	2/17 2/19	Ch 5: Societal Diversity: Language, Ethnicity & Religion <i>War Dance</i> Ch 6: Gender Dynamics: Men and Women in African Societies
6	2/24 2/26	Ch 7: Geology & Geomorphology of Africa Ch 8: Africa's Climate: Regions, Dynamics and Change Ch 9: Biogeography & Ecology Greg Asner TED Talk Ch 27: Flora & Fauna as Economic Resources <i>Virunga</i>
7	3/3 3/5	COUNTRY UPDATE ESSAY 2 DUE Ch 10: The African Past Ch 11: The Colonial Legacy Ch 12: Independent Africa: Politics and Development Guns, Germs & Steel: Into Africa
8	3/10 3/12	Ch 13: Population Distribution Ch 14: Population Growth HBO (RED) "The Lazarus Effect" Ch 15: Population Mobility CBS 60 Minutes: Mercy Ships <i>God Grew Tired of Us</i> (excerpt only)
9	3/17 3/19	<i>Heart of Darkness, Out of Africa</i> How I Found Livingstone, Purple Hibiscus: A Novel

Week	Date	Topics, Assignments, Deadlines
3/24, 3/26, 3/31 NO CLASS – SPRING BREAK & CESAR CHAVEZ HOLIDAY		
10	4/2	MAPPING EXAM
11	4/7 4/9	Ch 19: Indigenous Food Production Systems Ch 20: Agrarian Development & Change Ch 21: Food Security “Seeds of Sovereignty”
12	4/14 4/16	Ch 22: The Evolution of Urban Structures Ch 23: Urban Economies Ch 24: Urban Living Environments Cape Town: Gangs, Race & Poverty 20 Years After Apartheid
13	4/21 4/23	COUNTRY UPDATE ESSAY 3 DUE CLASS CANCELED FOR AAG CONFERENCE
14	4/28 4/30	Ch 25: Mineral & Energy Resources NG’s Diamonds of War: Africa’s Blood Diamonds Ch 26: Water Resources Water Resource Atlas
15	5/5 5/7	Ch 28: Living in Poverty Ch 29: Social Policy – The Health Sector Ch 30: Children in Africa – Prospects for the Next Generation Invisible Children Social Campaign: Kony 2012
16	5/12	COUNTRY RESEARCH PAPER DUE Peer Review
Final	Fri 5/15	RESEARCH PAPER PRESENTATIONS @9:45 am