

Cultures of Africa Syllabus | 2016

Bridgewater College
CULTURES OF AFRICA
SOCIOLOGY 365
Fall 2016

Instructor: Dr. Mwizenge S. Tembo
OFFICE: Bowman 225
PHONE: 828-5351
E-mail: mtembo@bridgewater.edu
Class Schedule: MWF 11:00-11:50PM

August 31, 2016
OFFICE HOURS
At least One Hour Everyday
and by Appointment

All Cell Phones, Beepers, and Wrist Watch Beepers should be turned off before class. Cell Phones and Beepers should be put away and will not be used during class.

You are expected to read the document at the link below titled: “Ethics in Academic Work”. It includes a discussion about plagiarism. The document is also on the BC web page:

<http://www.bridgewater.edu/WritingCenter/BCplagiarism.htm>.

Bridgewater College Mission Statement

"Bridgewater College educates the whole person by providing a challenging and supportive learning community that fosters the growth of its students and empowers and motivates them to live educated, intelligent, healthy, purposeful and ethical lives in a global society. The college embraces the core values of integrity, equality, service and community, which have been inspired by its history with the Church of the Brethren. The College is a welcoming, diverse and vibrant community, committed to understanding and respecting individual differences and actively engaging all of its members".

- Bridgewater College Catalog

DISABILITY

Bridgewater College is committed to providing all students equal access to the college's academic programs and activities. Students who have or think they may have a condition (attentional, learning, visual, hearing, physical, psychological or chronic medical) that impacts learning and for which an accommodation may be desired, are encouraged to contact the Director of Academic Support, Dr. Chip Studwell, 540, 828-5370 or cstudwel@bridgewater.edu. A letter is required from the Academic Support Office, each semester, in order to receive accommodations at Bridgewater.

SEXUAL MISCONDUCT

Bridgewater College prohibits sexual harassment, including sexual violence. Under our school policies and procedures, I am a “responsible employee”. That means that I am someone who is required to pass on to the school's Title IX Coordinator any instances of sexual misconduct that I see or hear about, including things that you may tell me.

We do this to ensure that we provide a safe environment for everyone and to make sure that we help people who have been subjected to these behaviors. I am a resource for you

but I want to know that if you tell me about something that happened to you or someone else, I will keep the information private, but I can't keep it confidential because I have to tell the Title IX Coordinator. If you want to talk with someone who can keep it confidential, these are the people you can contact:

Counseling Services (540) 828-5402

- Randy Hook

Health Services (540) 828-5384

- Paige French
- Linda Bowers

Chaplain (540) 828-5383

- Robbie Miller

Title IX Coordinators:

- Heidi Hoover: 540-828-8063
- Crystal Lynn: 540-828-5356
- Jean Willi: 540-828-5400

For more information on the sexual misconduct policy at Bridgewater College, please refer to <http://bridgewater.edu/about-bc/sexual-misconduct-title-ix> or The Eagle Student Handbook.

COURSE OBJECTIVES

The objectives of the course are to ***Explore*** the cultural, social, political, economic, racial, and history of the African Continent and its Cultures in ancient and modern times. These will be achieved first, by ***Examining*** what historical, contemporary, external and internal factors have determined and characterized the nature and patterns of African cultures. Secondly, how more specifically Western colonialism, global, and other historical, and internal forces have impacted the political, economic, and social dynamics, legends, mythology, beliefs, customs, children's games and toys, music, language, family, marriage, religion, health, education and many other major aspects of social change in the African society today. Third, to what extent African countries can achieve ***sustainable*** economic development given the pressures of rapid economic development and globalization.

The course will introduce students to **Public Citizenship** practices, **Public or Civil Discourse, and the Course Content** will be used to determine the origins and status of Cultures of Africa and the nature of the current debates about the continent's past, present and future.

The course will help each student achieve the objective of becoming an effective **Academic Citizen** through engaging or participating in **Public or Civil Discourse, Perspective Taking, Public Reasoning, and Self-Authorship** in exploring the Cultures of the African continent through as many in-class activities as possible. In the process of engaging in Civil Discourse, the student should be able to explore and respond effectively to the Big Question: The 2016-17 Big Question is: **“Where do we go from here?”**

The course will encourage students to participate in and practice **Public or Civil Discourse** through **Active Listening, Reframing, Public Reasoning** within a context of a **Public Audience, Safe Space** and being able to learn to be a **Facilitator** in the process in the course of studying Cultures of Africa.

To achieve these objectives, Instructor will use teaching methods that will include the following:

- Lectures, Books, Civil Discourse, Video Clips, Class Skits, Essays, Tests, Class Presentations and Participation, Class Group Reviews, PowerPoint Presentations, The Internet, Newspaper Articles, Journal Articles, Guest Speakers, African dance and drumming sessions.

COURSE GOALS:

Upon Completion of the Course, the Student:

1. Must Describe and Explain the complex geographical features of the African Continent and how these features influence the life styles of its peoples in the past and present.
2. Must engage in adequate critical Analysis and Synthesis in the process becoming cognizant of the economic, social, and political history of the continent and how the European colonial origins and legacy of the current 54 countries may influence their contemporary conditions.
3. Must appreciate the Complexity and Diversity of the African continent
4. Must adequately and effectively contextualize and acknowledge contemporary African life in all its successes, cultures, social change, problems, failures, and tragedies.
5. Must be aware of unique problems, challenges, and obstacles confronting African countries in achieving economic, social, and environmental *sustainability* in development given the pressures of rapid economic development and globalization.
6. Must become an **Academic Citizen**, be able to participate in **Public or Civil Discourse**, and use the **Course Content** to perform **Perspective Taking, Public Reasoning**, and **Self-Blooming** in exploring the Cultures of the African continent.
7. Must be able in the process of engaging in Civil Discourse, to explore and respond effectively to the 2016-17 Big Question: **“Where do we go from here?”**

REQUIRED READINGS:

Khapoya, Vincent., The African Experience: An Introduction, 4th Ed., New York: Pearson, 1994, 1998, 2013.

Achebe, Chinua., Things Fall Apart, New York, Anchor Books: Doubleday, 1959, 1994.

Tembo, Mwizenge S. The Bridge, New York: Linus Publishers., 2005, 2013

Lamouse-Smith, W. Bediako., and School, Joseph., AFIM: Africa Interactive Maps, 1998. Program available in the Bowman Hall Computer Labs.

RECOMMENDED:

Moseley, William. (Ed.), Talking Sides: Clashing Views on African Issues, 3rd Edition, Dubuque, Iowa, A Division of The McGraw-Hill Companies, Inc., 2009.

Edge, Wayne., Africa, 11th Ed., Global Studies Series, Dubuque, IA: McGraw-Hill/Dushkin Company, 2006.

New African, London: IC Publications Limited, Monthly magazine Jan 1991 to date available on Reserve and Periodical section in the Library and the Web.

<http://newafricanmagazine.com/>

Johnson, Jr., William., Retting, Richard., Scott, Gregory M., and Garrison, Stephen M., The Sociology Student Writer's Manual, 6th Edition, New York: Prentice Hall, 2004, 2006, 2010.

INTERNET SOURCES:

www.h-net.org/~africa/

www.africanstudies.org/

<http://www.columbia.edu/cu/lweb/indiv/africa/ejournals.html>

<http://www.siteglimpse.com/africa.upenn.edu>

READINGS

Week 1: Aug. 29 – Sept. 4

The African continent and its People: size, geographical characteristics, myths and facts about The continent, population, and brief cultural history,

- Khapoya, Ch. 1, pp. 1-18;
- AFIM: Africa Interactive Maps

Week 2: Sept. 5 - 11:

The African continent and its People: size, geographical characteristics, myths and facts about The continent, population, and brief cultural history, traditional village lifestyle

- Khapoya, Ch. 1, pp. 1-18;

Week 3: Sept. 12 -18

Africa: Traditional Social Institutions: Family and Marriage, kinship, religious beliefs, politics, and government.

- Khopaya, Ch. 2, pp. 19 – 58
- Chinua Achebe, Ch. 1-10, pp. 3-94.

Week 4: Sept. 19 – 25

Political Development in Historic Africa; prehistoric Africa, ancient Africa, 19th century Africa, North, West, East, and Southern African regions.

- Khopaya, Ch. 3, pp. 59-98
- Achebe, Ch. 11-209, pp.95-209.

Week 5: Sept. 26 – Oct. 2

Colonialism and the African Experience, rationale for imperialism in Africa, British and French colonialism, Portuguese and Belgian Colonialism, colonial administrative styles: direct and indirect rule, the Economics of Colonialism, did African benefit from Colonialism?

- Khopaya, Ch. 4, pp. 99 -138
- AFIM: Africa Interactive Maps

Week 6: Oct 3 – Oct. 7

African Nationalism, and the Struggle for Freedom; modern African nationalism, missionary churches, World Wars I and II, Pan-Africanism, The League of Nations and the United Nations, Independence Movements.

- Khapoya, Chapter 5, pp.139-167
- **Public Discourse**

Fall Break

Week 7: Oct 12 – 16

African Independence: The First Thirty Years; Decolonization and the Transfer of Power, regionalism and Separation; Nigeria and East Africa, Problems at Independence, Political Instability, One-Party Systems, African Socialism; Ghana, Tanzania; What went wrong in Independent Africa?

- Khapoya, Ch. 6, pp. 169-208

Week 8: Oct. 17 – 23

Contemporary, rural, urban Africa, and globalization Public/Civil Discourse Group Presentations to be Assigned

- Tembo, The Bridge, Chapters 1 – 9, pp. 1 - 129

Week 9: Oct. 24 – 30

Contemporary, rural, urban Africa, and globalization Public/Civil Discourse Group Presentations to be Assigned

- Tembo, The Bridge, Chapters 10 – 17, pp. 130 - 240

Week 10: Oct. 31 – Nov. 6

The African Struggle for Democracy and Free Markets; struggle for democracy, economic reforms, NEPAD

Public/Civil Discourse Group Presentations to be Assigned

- Khopaya, Ch. 7, pp. 209- 231
- Tembo, Hunger for Culture, Chap. 16, Multiparty Democracy in Zambia, 1964 to 1991, pp. 331-353.

Week 11: Nov 7 – 13

Africa in World Affairs, the Cold War, the Non-Aligned Movement, the Organization of African Unity, The African Union, The United States and Africa, the Soviet Union and Africa.

- Khopaya, Ch. 8, pp. 233-265.

Week 12: Nov 14, 16, 18: Public Discourse PowerPoint Class Term Project Presentations

Thanksgiving Break

Week 13: Nov. 28 – Dec. 4

Public Discourse Review for the Final Exam Presentation

Week 14:

Public Discourse Review for the Final Exam Presentation

December 13 Tuesday 8:00 AM -10:00 A.M FINAL EXAMS

<u>DUE DATE</u>	<u>ASSIGNMENT</u>	<u>POINTS</u>	<u>% of GRADE</u>
Aug. 31 (Monday)	Quiz Names of African Countries	20	3.05%
To be Announced	6 Quizzes (6x30 points)	180	27.48%
To be Announced	3 Tests (65x3 points each)	195	29.77%
To be Announced	Public/Civil Discourse Presentation Assignments (3 x 30 points)	90	13.76%
Nov. 7	400 word Summary of 4 Research Sources	20	3.05%
Nov. 14, 16, & 18	Debunking Myths Project Power Point Presentations	50	7.63%
Nov. 21 (Monday)	Project Paper	50	7.63%
Dec 13 (8:00 AM - 10:00PM)	Public Discourse FINAL EXAM Presentation	50	7.63%
TOTAL		655	100.00

- **When you turn in All written Assignments for the course, you must first, uploaded the assignment to the Course Moodle Page**
- **Second, you must turn in a Hard Copy to the Instructor.**
- **There will be no revisions of the paper permitted after it has been graded and returned to the student.**

Grading:

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
59% and below	F

PAPER

All academic papers must always be well organized with a good title, introduction, well explained thesis and defined objectives, well written, with proper punctuation, good spelling, proper length, proper citing of sources in the text of your paper, and a reference list at the end of the paper. The text of the paper must demonstrate the ability of the student to describe, explore, analyze, and synthesis a particular issue or topic. Monosource or one source never makes for good research papers. Always use several sources which are a mix of types of sources; books or print sources, journals, and the internet.

45-50 points (A): Paper has all or most of the above very well done. The paper clearly has explored, described, analyzed, and synthesized the arguments, perspectives, and discussions of the significant aspects of the topic in the paper. The paper has a clear demonstration of **your** point of view with a clear good conclusion.

40-44 points (B/B+): Paper has some or all of the above done in an average to satisfactory manner. The student has described, explored in a satisfactory way but the analysis and synthesis of the significant aspects of the topic is average.

35-39 points (C/C+): Paper has some of the above done but in a below average manner with the paper being rather short. The student has described, explored in an average way but the analysis and synthesis the significant aspects of the topic is below average.

30-35 points (D/D+): Paper is poorly written with very few of the above done. Paper might be poorly organized and rather short.

Below 29 points (F): Bad paper with most of the above missing

CIVIL DISCOURSE and PRESENTATIONS

If requested in the assignment, all presentations must provide evidence that you have engaged in practicing **Academic Citizenship** through effective participation in **Public or Civil Discourse, Perspective Taking, Public Reasoning, and Self-Authoring**. **Civil Discourse** incorporates **Active Listening, Reframing, and Public Reasoning** within the context of a **Public Audience, Safe Space** and being able to learn to be a **Facilitator** during group and class discussions. In the process of engaging in Civil Discourse, you should be able to explore and respond effectively to the Big Question: **“Is it Sustainable?”**

All class presentations must always be well and clearly organized. The presentation should have a clear introduction, good explanation of the main ideas, facts, points, the arguments and critical theoretical analysis. The presentation must have adequate detail, voice projection, poise, composure, abiding to the time limit and possible provocative questions raised for class discussion at the end of the presentation. The presentation should be completed in the assigned time limit and have a good clear conclusion. Merely reading text from the PowerPoint screen during the presentation does not constitute a good presentation.

45-50 points (A): Presentation has all of the above very well done with a good conclusion with a clear demonstration of **your** point of view based on the alternative hypotheses, arguments, and perspectives, clearly demonstrated in the presentation.

40-44 points (B/B+): Presentation has some of the above done in an average to satisfactory manner.

35-39 points (C/C+): Presentation has some of the above done but in a below average manner with the presentation being rather short and abrupt

30-34 points (D/D+): Presentation is poorly done with very few of the above done. Presentation might be poorly organized and rather short.

Below 29 points (F): Bad or Poor presentation

ASSIGNMENTS AND CLASS CONDUCT

1. Students will be expected to do all the required reading before the class, attend lectures, do assignments, participate in class discussions, and take their own notes. It is the responsibility of the **student** to contact the instructor for any work missed for any reason.
2. All assignments that are turned in after the deadline will be penalized **3 points** for every extra day beyond the deadline.
3. If you are assigned to lead the class discussion the next period, unexplained absence from class skipping the short presentation has a penalty of **5 points**.
4. It is important to be aware of when your due date is for group presentation assignments. There is a penalty of **4 points** for failure to make a group presentation on your assigned date.
5. Class attendance will be taken into account in determining the final course grade. Any unexplained absence from class will be penalized **5 points** for each absence.
6. After the first warning, there will be a penalty of **5 points** for each infringement of no cell phone use and texting during class.

ALL ASSIGNMENTS MUST BE TURNED IN TO THE INSTRUCTOR ON THEIR DUE DATE. ASSIGNMENTS TURNED IN LATE WILL BE PENALIZED (5 points deducted) FOR EACH DAY OVERDUE.