Class Time and Location: 9:40-11:10, Tuesdays & Thursdays, Rm 107, Carnegie Hall
Instructor: Bill Moseley
Office: Rm 104d, Carnegie Hall
Office Hours: 1:15-2:15 MTWR, or by appointment
Phone: 696-6126
Email: moseley@macalester.edu

Teaching Assistants:
Sophia Alhadeff (salhadeff@macalester.edu), 7-9pm Wed, 104 Carnegie (Geography lounge)
Augusta Fricke (africke@macalester.edu), 7:30-9:30pm Mon, 104 Carnegie (Geography lounge)

Course Description and Objectives
From the positive images in the film Black Panther, to the derogatory remarks of President Trump, the African continent often figures prominently in our collective imagination. This class goes beyond the superficial media interpretations of the world's second largest region to complicate and ground our understanding of this fascinating continent. Africa South of the Sahara has long been depicted in the media as a place of crisis – a region of the world often known for civil strife, disease, corruption, hunger and environmental destruction. This perception is not entirely unfounded, after all, Ebola in west and central Africa, the kidnapping of school girls in northern Nigeria, or civil war and hunger in Somalia are known problems. Yet Africa is a place of extraordinarily diverse, vibrant, and dynamic cultures. Many Africans also expertly manage their natural resources, are brilliant agriculturalists and have traditions of democratic governance at the local level. As such, the African story is extremely diverse and varied. The thoughtful student must work hard to go beyond the superficial media interpretations of the vast African continent and appreciate its many realities without succumbing to a romanticized view. As geographers, we will place contemporary African developments in a historical and global context. Africa has a long history of influencing and being influenced by the outside world. Among other issues, we will explore how colonialism, and even more recent ‘development’ initiatives, have influenced current structures in Africa. Furthermore, we will examine what restrictions, if any, the current world economic system places on development possibilities for the continent.

The course provides a basic background in African history and bio-physical environments, leading to discussion of advanced topics in contemporary African studies. We will cover a broad range of sectoral themes, including: health and population dynamics; food and agriculture; cities and urbanization; rural life; parks and peoples; development and underdevelopment; politics and governance; and sociocultural geography and music. This course fulfills the argumentative writing (WA) requirement.

1 This course counts toward the geography major, the African studies concentration, the international development concentration, Food, Agriculture & Society concentration, the internationalism requirement, Argumentative Writing (WA) requirement, and the social science distribution requirement.
Format and Communication
The class will meet twice a week on Tuesdays and Thursdays. The class will be conducted with both lectures and in-class discussions. Students are expected to have done all assigned reading before coming to class, and be prepared to discuss it. In addition to normal classroom banter, we will have several designated discussion days during the term (see schedule). This is your class, and I want to know how it's going. Please let me know if you would like to see changes, from lecture topics to grading. You are welcome to speak with me after class or to visit me in my office. The surest way to contact me is to send me e-mail (moseley@macalester.edu), which normally will be responded to promptly during regular business hours.

Disabilities
If you have a documented disability, or any other problem you think may affect your ability to perform well in this class, please see me early in the semester so that arrangements may be made to accommodate you.

Health and Wellness
You are encouraged to make your health and well-being a priority throughout this semester and during your career at Macalester. Taking care of yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on your academic experience. I encourage you to remember that you have a body with needs. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset and need some air. Please do what is necessary so long as it does not impede your or others’ ability to be mentally and emotionally present in the course. Outside of the classroom, sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please don’t hesitate to contact me and/or find support from Health & Wellness Center. I have included contact information for health and wellness resources on the course moodle page.

Academic Misconduct
Plagiarism and cheating are both academic crimes. Never (1) turn in an assignment that you did not write yourself, (2) turn in an assignment for this class that you previously turned in for another class, or (3) cheat on an exam. If you do so, it may result in a failing grade for the class, and possibly even suspension from the college. Please see me if you have any questions about what constitutes plagiarism. Anyone caught cheating on an exam will be reported to the provost in line with recognized college procedures.

Texts
Some readings are on the course moodle site (see reading list below). Handouts will be distributed from time to time in class. The instructor is not responsible for providing handouts for students who are absent from class.

Assignments/Exams
Reading: Reading assignments related to course lectures are listed on the outline of topics that follows. Information from the textbook supplements lecture and forms the basis of a two-way class dialog. Readings for discussion days are listed separately below.

Participation and Discussion days: The course will be oriented towards discussion for roughly one quarter of class time (see schedule). The purpose of the discussion classes is to facilitate critical analysis and lively dialog on controversial issues related to African studies. I have organized discussions around a key set of issues in African Studies with pairs of readings representing contrasting viewpoints on each topic. While no issue in African studies has a simple yes or no answer, discussion readings have been organized as such to encourage debate and, hopefully, accelerate your heart rate.

The majority of class participation points will be derived from your comments in discussion and from your competence as a student discussion leader. A few participation points will also be derived from my assessment of your participation in the lecture sessions (based on cogency of comments, questions, and answers to questions). Participation points are relatively easy to obtain if you keep up with the reading and speak up during discussion. Please see me if you have difficulty speaking in class. Student discussion leaders will be assigned to facilitate these sessions. In my opinion, the best discussions are those in which: 1) students listen (and learn) from one another and build on what each other is saying; 2) the discussion is focused on understanding the main argument of each reading and breaking down and analyzing this argument to see if it makes sense; 3) making connections between readings (when several are assigned on the same day) by identifying where authors agree and disagree; and 4) relating insight gained from reading and discussion to other texts or real life events. In sum, I want you to approach discussion as an on-going scholarly debate in which we (as a community of scholars and learners) are attempting to advance our collective knowledge.

Reaction essays: Reaction essays are brief essays (1-2 page or 550-650 words) in which you respond to three or more assigned readings for a given discussion. Your essays should include a succinct but detailed summary of the argument(s) to which you are responding & develop your reaction, which may be one of skepticism, all out agreement or disagreement, epiphany, or whole-hearted endorsement. Regardless, your essay should exhibit a line of reflective thought in which you explain the logic & rationale that supports your reaction to the reading(s). Your essays must include at least one question, relevant to the readings, which you would like to ask of your classmates. Thus, the reaction essays should help you prepare for participation in class discussion of the readings. Reaction are submitted via Moodle. The essays are due by 10 pm the day before a discussion. You are required to complete seven essays and have eight opportunities to write them. Each essay is worth .71% of your grade. Proof read your essays so that they are free of grammatical and spelling errors. The essays are marked in in terms of three levels: excellent, satisfactory or non-satisfactory. Reaction essays submitted late will receive no credit.
Map quizzes: Two map quizzes will be given during the semester. The first will cover physical geography (lakes, mountains, vegetative cover, etc) while the second will cover certain aspects of human geography (countries, languages, major cities, etc). Study guides will be given out.

Africanist geographer profile: In order to gain a better understanding of how geographers have gone about investigating issues in Africa, students will write a five page paper reviewing the career and writings of a geographer whose work is (largely) Africa related. Ideally you will select a geographer who does research on a topic (or uses techniques) that are of interest to you. Such geographers may be deceased or living, based in the US or abroad, faculty or research scientists. In writing this paper you may wish to: locate the scholar’s cv/resume on-line, interview the person in question (if they are alive), review some of their publications, read other people’s reviews of their publications, and assess how their ideas have contributed to broader understanding in the field. Guidelines for this paper will be distributed well in advance of the due date, as well as suggestions for identifying scholars who may be of interest.

Final Project - Regional Development Analysis: The class will be divided into 4 groups who will work individually and collectively to assemble a development assessment and action plan for a major region of Sub-Saharan Africa: 1) Sahelian West Africa, 2) Coastal West Africa, 3) Central Africa, 4) Horn of Africa, 5) East Africa, or 6) Southern Africa. Each report will be composed of an executive summary penned by the group (five double-spaced pages in length), followed by four chapters – each authored by an individual student in the group (15-20 double spaced pages in length). Each of these chapters should cover a specific development sector for the region such as health/population, education, agriculture, environment, politics/governance, urban development, commercial development, etc. Chapter authors should review the main development challenges in a specific sector for the region, and then focus on one or two issues and how they might best be addressed. More specific guidelines will be distributed in class.

Final Project Presentation: Each group (4-5 students per group) will make a 30 minute presentation of their regional development assessment during the final exam period.

Midterms: Two midterms will be given, each covering material from one half of the term. Exams will be about 1/5th multiple choice and 4/5ths essay questions. Make-up exams will only be given in the event of illness or other verifiable emergency. In the event of an absence during an exam or quiz, it is the student’s responsibility to contact me no later than one (1) class period after the test date.

Grading and Exams

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<thead>
<tr>
<th>Grade Components</th>
<th>Reg’l dev’t policy draft (4/22): 2%</th>
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<tbody>
<tr>
<td>First Midterm (3/10):</td>
<td>22%</td>
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<td>Second Midterm (4/30):</td>
<td>22%</td>
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<tr>
<td>Map quiz 1 (2/11):</td>
<td>3.5%</td>
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<tr>
<td>Map quiz 2 (3/31):</td>
<td>3.5%</td>
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<td>Africanist geographer profile (2/28):</td>
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| Group presentation (5/7):   | 5%                                |
| Participation and discussion leadership: | 9%        |
| Reaction essays:            | 5%                                |
| Total:                      | 100%                              |

Final grades are based on a weighted average for the term. Grade cutoff points (in terms of percentage) are as follows: A = 93-100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%, NC = < 60%.
## Tentative Schedule and Assigned Readings For Lectures

Please note that this is tentative and subject to change. It is your responsibility to keep up with any modifications. All lecture-related readings are in *Africa: Geographies of Change*, unless otherwise noted.

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<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Lecture and Discussion Topics</th>
<th>Lecture Readings /assignment due dates</th>
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<tbody>
<tr>
<td>1</td>
<td>23 Jan</td>
<td>Introduction to the Course</td>
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<td>2</td>
<td>28-30 Jan</td>
<td>Lecture: Intro to African Geography</td>
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<td>Lecture: Physical geography of Africa</td>
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<td>Chap 1-3; preface and intro chap in <em>Taking sides</em></td>
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<td>3</td>
<td>4-6 Feb</td>
<td>Lecture: Africa in historical perspective</td>
<td>Lecture: Africa in historical perspective</td>
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<td>Discussion 1: Africa in Historical and Global</td>
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<td>4</td>
<td>11-13 Feb</td>
<td>Map quiz 1: Physical Geography</td>
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<td>Lecture: Agriculture &amp; livelihoods</td>
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<td>Discussion 2: Agriculture</td>
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<td>5</td>
<td>18-20 Feb</td>
<td>Film about anti-Apartheid struggle: “Amandla: A Revolution in Four Part Harmony”</td>
<td>Lecture: land tenure and reform</td>
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<td>6</td>
<td>25-27 Feb</td>
<td>Lecture: Village life &amp; time geography</td>
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<td>Discussion 3: Village life</td>
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<td>7</td>
<td>3-5 Mar</td>
<td>Lecture: Population dynamics and health</td>
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<td>Discussion 4: Population debates, dynamics &amp; health</td>
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<td>8</td>
<td>10-12 Mar</td>
<td>Midterm exam</td>
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<td>Library Session for final paper (Library Rm 206)</td>
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<td>9</td>
<td>17-19 Mar</td>
<td>Spring break</td>
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<td>10</td>
<td>24-26 Mar</td>
<td>Lecture: environmental issues</td>
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<td>Lecture: environmental issues, Chap 8,11</td>
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<td>Discussion 5: Human-Environment Interactions</td>
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<td>11</td>
<td>31 Mar – 2 April</td>
<td>Map quiz 2: political geography</td>
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<td>Lecture: Development and Underdevelopment</td>
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<td>Cha 6,12</td>
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<td>12</td>
<td>7-9 April</td>
<td>Film: Black Panther</td>
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<td>Discussion 6: Development</td>
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<td>13</td>
<td>14-16 April</td>
<td>Lecture: Political Geography</td>
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<td>Discussion 7: Political Geography</td>
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<td>14</td>
<td>21-23 April</td>
<td>Lecture: socio-cultural geography and music</td>
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<td>Discussion 8: Socio-cultural geography</td>
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<td>Final Paper draft due Wed, 4/22 @4pm; peer review Sat-Mon (4/25-27)</td>
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<td>15</td>
<td>28-30 April</td>
<td>Exam review session and course evaluations</td>
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<td>Final exam in class</td>
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<td>16</td>
<td>4-7 May</td>
<td>Monday, May 4, Final Project due @4pm</td>
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<td>Thurs, 5/7, Presentations during final exam period (8-10am)</td>
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Discussion Reading Schedule

Note: All discussion readings are in Taking Sides: Clashing Views on African Issues, 4th ed. (unless otherwise noted by **).

1) Thursday, Feb 6: Africa in historical and global perspective

ISSUE 1. Did the Trans-Atlantic Slave Trade Underdevelop Africa?

ISSUE 3: Is European Subjugation of Africans Ultimately Explained by Differences in Land, Plant and Animal Resources?
YES: Jared Diamond, from “Why Europeans were the ones to colonize Sub-Saharan Africa.” Guns, Germs and Steel: The Fates of Human Societies (1999)

ISSUE 4. Did Colonialism Distort Contemporary African Development?

2) Thursday, February 13: Agricultural Development and Food Security

ISSUE 2: Have the Contributions of Africans Been Recognized for Developing New World Agriculture?

ISSUE 11: Does African Agriculture Need a Green Revolution?

Is it time for non-market based land reform in South Africa?
YES: Ntsebeza, L. 2018. “This Land is our Land.” Foreign Policy. May 3. (moodle)
NO: Du Toit, A. 2018. “The land question is also about political belonging.” The Daily Maverick. August 27. (moodle)

3) Tuesday, Feb 25, Village Life

**In the Shadow of the Sacred Grove (all chapters) (moodle)
4) Thursday, March 5: Population Debates, Dynamics and Health.

**ISSUE 10. Is Food Production in Africa Capable of Keeping Up With Population Growth?**

**ISSUE 15: Is the International Community Focusing on HIV/AIDS Treatment at the Expense of Prevention in Africa?**

**Did our stereotypes about African disease exacerbate the West African Ebola crisis?**

5) Thursday, March 26, Human-Environment Interactions

**ISSUE 9. Is Climate Change a Major Driver of Agricultural Shifts in Africa?**
NO: Ole Mertz, Cheikh Mbow, Anette Reenberg and Awa Diouf, from “Farmers’ Perceptions of Climate Change and Agricultural Adaptation Strategies in Rural Sahel,” Environmental Management (2009)

**ISSUE 12: Is Community Based Wildlife Management a Failed Approach?**

6) Thursday, April 9: Development and Underdevelopment

**ISSUE 5. Have Free Market Policies Worked for Africa?**
**Does the contemporary film Black Panther fundamentally change the way we think about African Development?**


**ISSUE 7. Is Increasing Chinese Investment Good for African Development?**


**7) Thursday, April 16, Political Geography**

**ISSUE 17: Does Increased Female Participation Substantially Change African Politics?**


NO: Carey Leigh Hogg, from “Women’s Political Representation in Post-Genocide Rwanda: A Politics of Inclusion or Exclusion?” Journal of International Women’s Studies (November, 2009)

**Issue 18: Is Corruption the Result of Poor African Leadership?**


**Is the increasing combination of development and humanitarian assistance with anti-terrorism objectives in Africa an inevitable necessity?**


**8) Thursday, April 23: Social Issues and Gender**

**ISSUE 13. Should Female Genital Cutting Be Accepted as a Cultural Practice?**


**ISSUE 14. Are Women in a Position to Challenge Male Power Structures in Africa?**


Welcome to the course! I look forward to working with you this semester.