

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only

Number LS-24

Action Approved

Date 2-8-90

UWUCC Use Only

Number _____

Action _____

Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Geography of Africa

DEPARTMENT Geography and Regional Planning

CONTACT PERSON Robert B. Begg

II. THIS COURSE IS BEING PROPOSED FOR:

_____ Course Approval Only

_____ Course Approval and Liberal Studies Approval

x Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

[Signature]
Department Curriculum Committee

[Signature]
College Curriculum Committee

[Signature]
Director of Liberal Studies
(where applicable)

[Signature]
Department Chairperson

[Signature]
College Dean*

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
to LSC _____
to UWUCC _____

Semester/Year to be implemented Fall 89 - Date to be published in Catalog Spring 89

Revised 5/83

[Attach remaining parts of proposal to this form.]

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- ☐ First English Composition Course
- ☐ Second English Composition Course
- ☐ Mathematics

KNOWLEDGE AREAS

- ☐ Humanities: History
- ☐ Humanities: Philosophy/Religious Studies
- ☐ Humanities: Literature
- ☐ Fine Arts
- ☐ Natural Sciences: Laboratory Course
- ☐ Natural Sciences: Non-laboratory Course
- ☐ Social Sciences
- ☐ Health and Wellness
- ☒ Non-Western Cultures
- ☒ Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- ☒ Regular ☐ Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? ☒ yes ☐ no

If so, which General Education course(s)? GE 102

Liberal Studies Form — 2

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	☒	☐
2. Literacy--writing, reading, speaking, listening	☐	☒
3. Understanding numerical data	☐	☐
4. Historical consciousness	☐	☐
5. Scientific inquiry	☐	☐
6. Values (ethical mode of thinking or application of ethical perception)	☐	☒
7. Aesthetic mode of thinking	☐	☐
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person		
	☒	☐
C. Understanding the Physical Nature of Human Beings		
	☐	☐
D. Certain Collateral Skills:		
1. Use of the library	☐	☒
2. Use of computing technology	☐	☐

Geography of Africa
Liberal Studies Form -- 2

- A.1. It is impossible to discuss Africa today without raising questions that demand the evaluation of evidence, the synthesis of diverse points of view, and a keen critical appraisal of fact: race, neo-colonialism, colonial heritage, starvation, and disease are only some of the issues for which students will be asked to exercise critical judgement.
- A.2. Literacy is a secondary emphasis because regional geography requires assimilation of information from diverse literacy sources. Students must develop comprehension of technical and scholarly articles and fictional literacy sources that reveal significant issues about the character of a place.
- A.6. See answer to III.E.1.
- B. The primary emphasis of this course is an acquisition of a body of factual knowledge because American students are consistently ignorant about Africa. In a recent survey, one-third of the college students asked to locate Africa marked Europe. Students at IUP consistently miss countries in Africa more often than ones on other continents on location quizzes in introductory geography courses.
- D.1. Students will need to use the library to obtain articles for their news log of current stories about Africa.

5.

Geography of Africa
Non-Western
Liberal Studies Form--3

Part III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES. Please attach answers to these questions.

- A. N/A
- B. See syllabus.
- C. See syllabus.
- D. N/A
- E. Ways in which this course contributes to students' abilities.
 - 1. The students will be encouraged to confront the major ethical issues which concern the geography of Africa. Issues such as population pressure and soil erosion, and particularly the racial issues in South Africa will focus their attention on the choices which must be made about and in Africa.
 - 2-3. The course not only encourages, but requires that students develop the ability to communicate and express themselves both verbally through the oral presentation and in writing through the two book reviews. The culture and geography of Africa will be communicated thru written, verbal and visual media. The student will be expected to actively participate in the exchange of ideas using each of these media.
 - 5. By providing students with an understanding of Africa and African systems of thought, the course will equip the student with the skills needed to filter and interpret information about Africa long after the formal course is over.
 - 6. Through the News Log, the course will facilitate students' ability to recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

6.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- ☒ X Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- ☒ X Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- ☒ X Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- ☒ X Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- ☒ X Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- ☒ X Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

CHECK LIST -- NON-WESTERN CULTURES

7.

Knowledge Area Criteria which the course must meet:

- ☒ Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- ☒ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- ☒ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- ☒ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- ☒ Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- ☒ Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- ☒ Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- ☒ Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- ☒ Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

(OVER)

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- ☐ Although a course may deal with a single culture,
- ☒ . . . comparative courses addressing relationships among cultures are encouraged.
- ☐ A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- ☒ A variety of perspectives or methodologies—anthrological, geographical, histoical, sociological, and so forth--may be employed, so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.
- ☐ Literature courses, etither in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- ☐ An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- ☐ An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- ☐ Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand, and Australian cultures are encouraged.

GE 255: Geography of Africa

Catalog Description: Geography of Africa South of the Sahara, 3 sh, no prerequisites. This course is an area studies course designed to acquaint students with Africa -- its geography (physical and cultural), cultures, economies, political systems, potential for change, and contemporary problems of development. The topics to be covered during the semester will focus on the issues noted above. Because of the nature of the topics to be treated, the course will establish a relationship between the models and theories of geography and those of other disciplines. A diverse set of readings, video, and audio materials will be used to present the course material. If possible, experts will be brought in to discuss specific topics, e.g., women in development, African art, African music, etc. Classes will be devoted mostly to lecture, with regular opportunities for discussion.

Course Objectives: This course has four objectives. The first is to equip students with the skills needed to analyze and single out critical issues and key questions affecting Africa's development. Both current and emerging issues will be discussed in class.

The second objective is to impart information about a region of the world that is little known and less understood. Specifically, the course intends to debunk myths of the "tribal savage in the dense bush" and critically examine modern Africa and its systems of thought.

The third objective is to develop professional presentation skills. This objective is addressed in the written reports/logs and in oral presentations.

Finally, the course will expand students awareness and understanding of Africa. It will convey to the student the complexity involved in looking at and making judgments about human problems to which there exists no unique or "right" solution.

Required text: Africa, edited by O'Meara and Martin. Published by Indiana University Press, 1986. Other outside readings will be assigned as warranted.

Evaluation: Each student will be evaluated based on two in-class exams; a news log, oral presentation, and two 2-page written book reports. The specifics of each of these is discussed next.

News log: Each student is required to compile a collection of newspaper, magazine articles, etc. dealing with a country/region or issue affecting Africa south of the Sahara. The purpose is to assist students in recognizing relationships between what is being studied and current issues and events. The articles collected may include any aspect of the country/region, and need not be limited to the issues discussed in class. It should be organized based on the following guidelines.

1. You will need a three ring binder or other loose leaf binder.

2. Locate the place (region or country) on the world map and fill in the information requested on the "Country Data Sheet."
3. Tape or glue the actual article or xerox copy on a sheet of standard (8 1/2" x 11") paper. Place the page number in the upper right hand corner of the sheet. Articles should be ordered chronologically.
4. On the reverse side of the article sheet, write a brief summary or abstract of the article. The abstract should consist of a single paragraph of no more than 100 words.
5. The last page(s) of your log will be an alphabetical index of the topics covered in your log.

Articles may be collected from newspapers (Christian Science Monitor, NY Times, USA Today, etc.) or magazines (Time, Newsweek, U.S. News and World Report, etc.) The periodicals room of the library will be useful in that regard. Do not collect old articles. The first article in your collection should be dated the first day of class. The news log itself is worth 50 points.

The thematic focus of the news log will be the basis of an oral presentation (approx. 20-25 minutes) during the last three weeks of class. The oral presentation is worth 25 points and will be peer graded. Grades will be based on the following criteria: quality of the written abstracts, number of articles collected -- more is better, neatness and general appearance.

Book reports: Each student is required to read two novels written by an African writer. A list of novels is available in my office and final selection must be cleared with me. All novels are available at the university bookstore. They range in price from \$2.45 to \$6.95. After reading the novel, a two page book report should be prepared. The book report should be typed based on the format that will be made available to you. The book report is worth 25 points and will be judged on writing quality and presentation of ideas.

Examinations: The exams will be given at mid-term and during finals week. They will focus on assigned readings, lectures, and films. The exams will be a combination of essay, short answer, and objective questions. Exams will be 50 points each.

Grading Policy: Grades will be assigned on the basis of the in-class exams, news log, and written and oral reports. The grading scale is:

90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below	F

Films: It is emphasized that this is neither a course in cinematography, film criticism, or African literature, but rather one in which the utilization of film/audio materials/novels will contribute to a better understanding of the concepts dealt with in the course. A list of the films to be viewed and discussed in class is given on the syllabus.

Course Outline
GE 255 Geography of Africa

Week I - text, Chs. 1 and 2
General Orientation, discussion of course objectives, course outline, grading, log book, etc.

Physiography of Africa - plateaus and basins, rivers, rift valleys, mountains, plate tectonics

Week II - text, Ch. 2
Climates of Africa - wet equatorial, steppe and tropical desert, dry winter, tropical wet and dry, dry summer, highland

Climates of Africa continued.

Week III - text, Ch. 2
Vegetation, Soils

Diseases - -

Week IV - text, Chs. 3, 4, 5, 6, and 7
Early Africa - People and States

Film: The Ancient Africans, 28 min. Describes the spread and evolution of African civilizations from the Stone Age to the 16th century. Recreates ancient lifestyles through African art, architecture, and monuments, stressing the influences of religion and spatial interaction on culture. Studies the ancient kingdoms of Kush, Axum, Mali, Songhai, and the stone ruins of Zimbabwe. 1970

Colonial Interlude - Portuguese, Holland, and Britain

Scramble for Africa, Colonial Policies, Winds of Change

Week VI - text, Ch. 8
Contemporary Map of Africa - Regions, Boundaries, Cores, and Capitals
Nation-States--federal and unitary, Nationalisms and Multinational Organizations

Week VII - text, Ch. 9
Population - Spatial distribution and densities, Population Pressure, Growth Rates, and Population Policies

Film: Maragoli - interviews young Kenyan woman about to have her sixth child. Provides micro-level perspective on population.

Agricultural geography in tropical Africa
Peasant agriculture

Week VIII

Women in Africa

Film: Rivers of Sand - a visual commentary on traditional sex roles among the Hammar of SW Ethiopia. A Hammar woman describes her lot.

Week IX Midterm Examination

Week X - text, Ch. 10, 11, and 19

Traditional African Economies, Spatial Variations in levels of economic development in Africa, Development Choices in Africa

Systems of Thought: A spatial comparison of African & Western ideas

Film: Were Ni: An ethnopsychiatric film on the traditional management of psychiatric disorders by the Yoruba of Nigeria, showing a web of well-developed social institutions. The two main types of institutions include the treatment centers managed by herbalists and diviners with specialist knowledge of traditional psychiatric therapy; and the cult groups which provide a setting for the expression of socially unacceptable behavior through 'possession.' 30 min.

Week XI - text, Ch. 12 and 13

Regional Variation in Art of Africa

Film: African Art & Sculpture: Examines art from various areas of Africa and discuss how it develops meaning from fertility, life, and death.

Film: Behind the Mask: Examines some of the carved masks of the Dogon people of Mali. Explains how they are used in Dogon sacred rituals.

Week XII - text, Chs. 14 and 16

Social Change in Africa - Urban vs. Rural
Spatial Dynamics of Modernization

Film: Mbria dza Vadzimer: Urban & Rural Ceremonies

Spatial-temporal Analysis of African Literature--a comparison of the major themes present in E. W. Southern African literature

Week XIII

South Africa--Understanding the Issues

Film: South Africa Belongs to Us: Depicts daily life and struggles of black women living under apartheid. Observed the lives of five ordinary women and Winnie Mandela, a symbol of resistance who is Rept under constant police surveillance.

Class report

Week XIV
Class report

Week XV
Class report

Week XVI
Review of lectures for final exam

Final exam according to university schedule.

Geography of Africa Reading List

A Simple Lust
No Longer at Ease
So Long a Letter
Mission to Kala
Kill Me Quick
This Earth, My Brother
Criticcal Perspectives
 on Lusophone Literature
People of the City
Jagua Nana
The Bride Price
The Slave Girl
A Question of Power
Devil on the Cross
I Will Marry When I Want
Grain of Wheat
Petals of Blood
Weep Not Child
Dark Child
Gods Bits of Wood
Cry the Beloved Country

Dennis Brutus
Chinua Achebe
Mariama Ba
Mongo Beti
Meja Mwangi
Kofi Awoonor

Donald Burness
Cyprian Ekwensi

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Buchi Emecheta
"

Bessie Head
Ngugi wa Thiong'o

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Camara Laye
Sembene Ousmane
Alan Paton