Syllabus GEA 3600, Section 13CO

Geography of Africa:
From the Perspective of Sustainable Development
Spring 2014

Professor: Dr. Andrew Noss
Class Time: Monday ● Wednesday ● Friday @ Period 7 (1:55-2:45pm)
Classroom: Little 121
Dr. Noss’ Office: Grinter 433, Tel 352.392.2183
Email: anoss@ufl.edu
Office Hours: M/W/F: 4th Period, 10:30-11:30 am
Additional Office Hours by Appointment.

Graduate Teaching Assistant:
Ms. Hannah Herrero
Office hours: TUR 3126 Thursdays 5th-7th periods (11:45am-2:45pm)
hvherrero@ufl.edu

GEA 3600 Course Description
This course presents Geography of Africa from an economic development perspective. We discuss dynamic issues facing contemporary African societies and the challenges that people and nations of this vast Continent are working to resolve. Through lectures, guest speakers, readings, and writing exercises we will study environmental and resource issues, the impact of historical events on development, education and culture, population distribution, social organization, rural and urban structures, industrialization, business and trade, and prospects for the future.

At the end of the class students will be able to:
1. Identify and describe physical and cultural features of Africa;
2. Describe and analyze human-environment interactions in Africa according to different geographical concepts;
3. Research, outline and write short essays conveying complex arguments clearly and precisely, supporting claims with adequate evidence.

GEA 3600 provides 3 Credit Hours of General Education Requirements (GER):
S=Social Science N=International Gordon Rule: 6,000 words Communication


Other Resources: Guest lectures, videos, assigned readings, internet, etc. scheduled during the semester. It is a good practice to keep update with international and African affairs: useful internet sources are www.bbc.co.uk/africa and www.allafrica.com. You should also read regularly a daily (the New York Times is good on Africa but The Guardian from the UK is more complete; these and others can be accessed on the internet) and weekly papers, especially The Economist (for which there exists a student subscription for 6 months at very competitive rates).
GEA 3600 Sakai e-Learning System. ELS allows you to see your scores & grades on assignments, quizzes & exams; course calendar; announcements; class internal email; instructions; resources; course updates. http://lss.at.ufl.edu/

Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.
University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/

Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Training Programs
Community Provider Database
Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Academic Honesty
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures.
regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php.

Software Use:
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Online Course Evaluation Process
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Intended Learning Process

<table>
<thead>
<tr>
<th>Reading and Listening</th>
<th>Writing, Comprehending, Evaluation</th>
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<tbody>
<tr>
<td>● Lectures</td>
<td>● Note taking / clarification</td>
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<tr>
<td>● Readings</td>
<td>● Assignments (3)</td>
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<td></td>
<td>● Essay</td>
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<td></td>
<td>● Multiple choice exams (2)</td>
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<td></td>
<td>● Map quizzes (2)</td>
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Grades and Grade Points
For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Absences and Make-Up Work
Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Students are expected to complete all requirements (quizzes, exams, etc.) on the specified dates and will not be granted an alternate date unless they have an acceptable reason for their absence as specified in the undergraduate catalog (e.g., absences due to medical illness, observance of religious holidays, military obligation, twelve-day rule), fulfill the conditions described therein, and provide the instructor with timely notification. In order to receive excused absences students must make a good faith effort to inform the instructor in advance. Students are responsible for making up course material covered during their absence whether excused or unexcused. Students are advised to visit the instructor during office hours with any questions about material covered during their absence.
Grade Legend


*Note: A C- grade is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit.

For further information on UF's Grading Policy, consult the following:
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html
http://www.isis.ufl.edu/minusgrades.html

Basis for Grading

<table>
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<tr>
<th>Basis for Grading</th>
<th>Points (100)</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>1. 2 Map Quizzes (7.5 points each)</td>
<td>15</td>
<td>22 January (Quiz 1) 19 February (Quiz 2)</td>
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<tr>
<td>2. 2 Multiple Choice Exams (in class, open book, 12.5 points each)</td>
<td>25</td>
<td>24 February (mid-term exam) 28 or 30 April (final exam)</td>
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<tr>
<td>3. Three Assignments: each a 1,000 word summary (3 sections x 10 points each)</td>
<td>30</td>
<td>17 January 10 February 21 March</td>
</tr>
<tr>
<td>4. One 3,000 word essay</td>
<td>30</td>
<td>4 April (Revision 23 April)</td>
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<tr>
<td>5. Attendance / group discussions</td>
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Gordon Rule: One goal of this class is to give you the opportunity to improve your writing. This obviously requires reading, but also that you do all you writing assignments in your own words and style. DO NOT cut and paste from the web; this is **plagiarism**.

- First time caught plagiarizing – 0 marks
- Second time caught plagiarizing – referred to UF

**UF Honor Code**
http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php

6. Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):
   a. Quoting oral or written materials, whether published or unpublished, without proper attribution.
   b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.
Presentation of All Written Assignments
On all written assignments:

- Full name
- UFID
- Date submitted
- Title of Paper
- Standard layout
  - Times New Roman, 12 font,
  - 1.5 spacing
  - 1” margins
  - Single -sided

Assignment marking rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>2</td>
<td>– correct grammar, spelling, layout</td>
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<tr>
<td>0-6</td>
<td>– how well the paper comprehends and summarizing the readings and course content for that two week period</td>
</tr>
<tr>
<td>2</td>
<td>– for linking this understanding to another issue, or to recent events in the news</td>
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Assignment 1: Provide a brief overview of the main features of physical environment of Africa. For one major vegetation type, explain how and why it derives from the physical environment, and the implications of this for human use. Due date: Friday 17 January

Assignment 2: Briefly describe how technology and environment influenced the emergence of human civilizations in Africa before 1800. Due date: Monday 10 February.

Assignment 3: Briefly describe human-environmental interactions in Africa, and comment on either economic development, agricultural development or wildlife conservation policy. Describe how you would measure success, and comment on the main challenges and opportunities. Due date: Monday 31 March.

ESSAY TITLES: (these are preliminary/indicative titles)
The purpose of these essays is for you to write a cogent 3,000 word piece that explains an issue in Africa and that describes the interactions between different geographical concepts – physical features, climate, history, politics and geo-politics, policy, global issues and so on. Compare two countries / regions of Africa.

1. How does the physical geography of Africa (landforms, climate, soil, ecosystems) help to explain current economic and political conditions in (a) Nigeria (b) the great Lakes region (c) southern Africa.

2. Explain how the evolution of man’s occupation of Africa is related to (a) the settlement of southern Africa or (b) the complexity of different people and livelihood approaches in East Africa or (c) livelihoods and conflicts in West Africa.
3. How did Islamic and European influences affect the way Africa is today?

4. Africa is renowned for its wildlife. Describe the two major approaches to wildlife conservation in Africa, and explain what you would do if you were responsible for wildlife conservation?

5. Describe how different agricultural farming systems are related to Africa’s ecology and climatic conditions. What are desertification and deforestation, and describe how they fit into this picture. Suggest how these problems might be addressed.

6. How do women in Africa play a major role in managing natural resources? Include day-to-day tasks that make women daily managers of the environment and also their participation in commercial sectors, and use of raw materials in your discussion. In examining the relationships between women and their natural surroundings, how do women deal with the environmental crises they face? What is women's role in restoring the environment?

7. Propose a development project that tackles a real environmental problem in Sub-Saharan Africa. Provide a historical context describing how this issue has evolved in the region over time. You may use a timeline as a figure in your essay, but must also include a description of these events in the essay itself. Describe the issue and account for the environmental, social, and cultural circumstances of the issue and region you are addressing. How are governmental and international agencies responding to this problem?

8. Pick a major disease prevalent in Africa. Describe how it is transmitted and which regions are most affected. What environmental, social, cultural factors affect the spread of this disease? How is the health care system (international, regional, governmental) addressing the problem? How does technology relate to health care for this particular disease? Are there traditional medicine options? What are the strengths and weaknesses of traditional medicine in this context?

9. What determines urban population growth in Sub-Saharan Africa? What are the linkages between urban and rural areas? Describe some of the housing issues in urban environments and how these areas are managed, including infrastructure, water, and solid waste disposal. What are some solutions to problems in African cities (include micro level and macro level strategies)?

10. Create your own essay topic: If there is a topic you are extremely interested in that does not appear above, you may create your own essay topic. Your essay topic must have a clear thesis. Feel free to talk to us if you need help developing or refining your thesis topic.

Please confirm your topic and thesis with Hannah or Andy by Friday, 7 February.

Due Date: Friday, 4 April
We will grade and return your essays by Monday 14 April.
If you would like to improve your essay grade, you may revise and re-submit your essay by the final day of classes, Wednesday 23 April.
**Essay Marking Rubric**

Date:
Name of reviewer:

**Paper Structure and Content**

Beginning: The subject was introduced well: 10
Middle: The paper showed a good general understanding of the topic: 30
End: The topic was drawn to a conclusion with clarity: 10

For Excellent: Knowledge was well applied beyond what was taught in class and linkages to other issues were made: 25

**Basics:**

Proper referencing 10
Spelling and Grammar 10
Use of subtitles to organize text 5

**TOTAL** 100

What was the best thing about this paper?

Key improvements we suggest?

Overall impression of this paper?

Overall impression of the paper:

Poor → 1 2 3 4 5 6 7 8 9 10 ← Excellent
Lesson Plan (this may change)

Section 1: Introduction
6 Jan (Mon) Introduction to course

Section 2: The Physical Environment (pp. 29-60)
8 Jan (Wed) Tectonics, Landforms, Geology, Rivers (pp. 31-41)
10 Jan (Fri) Soils and vegetation (57-60, 50-57)
13 Jan (Mon) Wildlife and biodiversity
15 Jan (Wed) Climate and climate change (41-49)
17 Jan (Fri) Dan Reboussin African Studies Librarian

Hand in Assignment 1.

Review

20 Jan Holiday

22 Jan (Wed) MAP QUIZ 1 (Physical Geography of Africa)

Section 3: Historical Geography of Africa (pp. 93-117)
24 Jan (Fri) Pre-history
27 Jan (Mon) Emergence of Livestock and Agricultural Practices (94-95)
27 Jan (Mon) Health in Africa Working Group talk: Malaria
29 Jan (Wed) Ancient civilizations (95-99)
31 Jan (Fri) Bantu migrations and modern kingdoms (99-102)
3 Feb (Mon) External influences – Islam and Western Influence (102-105)
5 Feb (Wed) Slave Trade and Colonialism (108-117)
7 Feb (Fri) Settlement of southern Africa, apartheid and Mandela.

Essay topic must be approved by this date.

10 Feb (Mon) Hand in Assignment 2.

Section 4: Political and Cultural Landscapes of Africa (pp. 121-177)
12 Feb (Wed) Political landscapes (121-150)
14 Feb (Fri) Cultural landscapes (151-177)
17 Feb (Mon) Review – learn countries and capitals
19 Feb (Wed) MAP QUIZ 2 (countries and capitals)
21 Feb (Fri) African Studies

Review

24 Feb (Mon) MID TERM: MULTIPLE CHOICE on Sections 1-4 (2-3 Q from each lesson to date)

Section 5: Human-Environmental Impacts and Wildlife Conservation in Africa (pp. 63-90)
26 Feb (Wed) Deforestation (63-90)
28 Feb (Fri) Desertification (63-90)
1-9 Mar SPRING BREAK
10 Mar (Mon) Wildlife economics and sustainable use (63-90)
12 Mar (Wed) CBNRM (63-90)
14 Mar (Fri) NTFPs South Africa
17 Mar (Mon) Swaziland
17 Mar (Mon) Health in Africa Working Group talk: AIDS (11:45 Grinter 472)
19 Mar (Wed) Wildlife southern Africa
21 Mar (Fri) Hand in Assignment 3.

Section 6: The Development Context (pp. 179-239, 333-365, 367-403)
24 Mar (Mon) Population geography (179-203)
26 Mar (Wed) Geography and development (207-239)
28 Mar (Fri) Energy / Oil development
31 Mar (Mon) Development theories (207-239)
2 Apr (Wed) Medical geography (333-365)
4 Apr (Fri) Medical geography
   Essay Due
7 Apr (Mon) Agricultural development in Africa (367-403)
9 Apr (Wed) Agricultural development in Africa
11 Apr (Fri) Urban geography (265-304)
14 Apr (Mon) Urban geography
16 Apr (Wed) Transportation and communication systems (243-264)
18 Apr (Fri) Business and entrepreneurship (405-430)
21 Apr (Mon) Global trade (431-448)
23 Apr (Wed) Review
   Revised Essay Due

1 May (Th) FINAL EXAM
10 am-12 pm