

GEOGRAPHY OF AFRICA

University of Florida, Department of Geography

GEA 3600

Spring 2023, 3 Credits, Online

Professor: Heidi Lannon, Ph.D.
Class Time: **Online class, Asynchronous**
E-Mail: lannon@ufl.edu (best to contact me through Canvas)
Office Hours: Tuesday, 8:00AM to 10:00AM. Additional office hours by appointment.
<https://ufl.zoom.us/j/93668927426?pwd=U0pJVXUyTFNETjdmK1Vib1FqbUM1UT09>
Meeting ID: 936 6892 7426, Passcode: geography
E-mail will be responded to within 24 hours on week days only

Graduate Teaching Assistant: Mashoukur Rahaman,
E-Mail: m.rahaman@ufl.edu
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Graduate Teaching Assistant: Jesse Kitembe,
E-Mail: jesse.kitembe@ufl.edu
Teaching Assistant Office Hours: Contact through Canvas
PLEASE COPY TEACHING ASSISTANTS ON ALL CORRESPONDENCE

I am delighted to talk to you about any aspects of your education (even majoring in Geography). I am committed to undergraduate teaching and interaction and if I can help you in any way, please let me know. You will find our teaching assistants are both very experienced and have taught and assisted with this class previously.

To inquire further about Geography contact the Undergraduate Coordinator: Dr. Liang Mao, Ph.D., Associate Professor Email: liangmao@ufl.edu Telephone: (352) 294-7502
Department of Geography's Main Office Location: TUR 3141. Web site information: <http://geog.ufl.edu/programs/undergrad/> Geographic Coordinates: 82.34312 West Longitude, 29.64990 North Latitude

Course Description

This course presents the Geography of Africa in a comprehensive and systematic survey of Africa's population, natural resources, and regional geography. The course will emphasize the significance of Africa's economic and political affairs in a globalizing world. The class will incorporate lectures, guests, readings, various media and exercises.

Media stereotypes and contemporary questions will be addressed in geographical context and evaluated through assignments. *Rather than the poor, starving, diseased populations impacted by corruption and environmental degradation, we will consider the diverse and resilient landscapes and people. Students will be asked to address their preconceptions and work to understand contemporary Africa.*

Students should anticipate a writing intense course and develop an understanding of the approaches used by geographers to identify and analyze environmental systems and human-

environment relationships in Africa. This course will enhance student awareness of how geographic concepts apply to, and have influenced their lives specific to the continent of Africa

S - Social Science N - International Writing requirement – 6,000 words

Class Objectives

The objective of this course is the development of an understanding of the importance of the geography of the continent of Africa. The relationships between physical environment and human systems are the basic tenant of geography. The physical and human landscapes of Africa will be evaluated in relation to current events, politics and challenges, while considering the historical perspective.

The course is constructed to incorporate writing and research in the examination of the origin and evolution of the physical and human landscape of Africa. Assignments will emphasize all scales geography from global economic dimensions to grains of sand, using original research and design, and intensive writing. The course will provide background materials and concepts will be considered systematically. While the course will be divided into sections, students should anticipate the interconnectedness of the discipline of Geography. The class will follow these general sections:

- Physical Geography (tectonics, landforms, climate, soil, vegetation)
- Human-Environmental Interactions (desertification, deforestation, impact of conservation)
- Social Geography (role of women, education, development perspectives, historical influences), Agriculture (traditional verses cash crops, policy questions, climate impacts)
- Political Geography (colonialism, post-colonial government systems, conflict)
- Population and Medical Geography (birth and death rates, age cohorts, disease, mobility)
- Geography of Development (globalization, economic development, financial systems, transportation)
- Urbanization (city structures, rural urban migration, housing)

This class will NOT be about geography trivia. My goal for this course is to instill an ability to write and think geographically, rather than the requirement to memorize information. While this course is by its nature fact based, the assignments are designed to develop the following important skills: (1) written and verbal communication; (2) research and critical thinking; (3) problem evaluation and analysis; and (4) application of knowledge. Each assignment will provide the opportunity for a student to demonstrate creativity in applied geography.

CLASS EXPECTATIONS

This in an Online Class. If you are reading this you have already mastered the essentials of the Learning Management System (Canvas). I expect you to check the Learning Management System (Canvas) for messages and content at least 3 times a week. I suggest you conduct yourself online as you would in person. To that end, it may help if you assign yourself regular times each week to review the lectures, take quizzes and post discussion items. This is a 3 credit class with a 6,000 word writing requirement. You should anticipate it will be rigorous and you should spend considerable time per week reviewing lectures, taking notes, reading the text, and working with assigned partners and groups. In addition, you should anticipate time needed to be spent on homework, including the Taking Sides group presentation and your Taking Sides

paper, satirical evaluation, colonial remnant paper, discussion posts to the class, quiz completion, and preparation for the exam and the final.

Each member of this class will be participating in a group project to prepare a presentation and support from your peers is essential. **YOU MUST PARTICIPATE IN THE GROUP CLASS PRESENTATION AND SUBMISSION TO PASS THIS CLASS.** While I understand that the requirement to develop a group online presentation may be daunting, every student will participate and I expect demonstrated effort and creativity, and respect for each other.

One of the advantages of taking an **online class** is that you do not need to arrive on time or worry about turning off your cell phone. **HOWEVER**, I suggest that when you are reviewing the lectures you remove all other distractions, such as cell phones, social media, the television, etc. I encourage talking in classes that I teach in person, and you should use the discussion format to “talk” to you class peers. I will monitor the discussions, but if you need to contact me, please do not use the discussion board. Your decision to sign up for this class is voluntary, so I anticipate you are willing to do a substantial amount of self directed work. You may contact me through the Learning Management System (Canvas) (preferred) or by e-mail. Telephone messages may not be received promptly. I will endeavor to respond to the Learning Management System (Canvas) within 24 hours on week days. To excel in this class you should make a conscious decision to complete the level of participation outlined above. Please be aware that respect for your peers online, as it would be in person, is required.

Class decorum and discussion of complicated and controversial issues

The Core values of the University of Florida will be always adhered to in the class. Students and faculty learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. Students may encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today’s complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, we should challenge ourselves to ask honest questions and thoughtfully engage one another’s ideas. Hostility, disruptive and disrespectful behavior, and provocation for provocation’s sake have no place in a classroom; reasonable people disagree reasonably. The mission of the University of Florida, fulfilled through this and your other classes includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

<https://president.ufl.edu/initiatives/uf-core-values/additional-resources/> (Links to an external site)

If you have concerns about classroom issues, disagreements, or grades, please let me know. If the problem cannot be resolved, you should email the department chair, Jane Southworth at jsouthwo@ufl.edu. Email to the chair should include a clear description of your concern, and any supporting documents. If a resolution cannot be reached at the departmental level, you will be referred to the Office of the UF Ombuds, <https://www.ombuds.ufl.edu> (Links to an external site.).

Required

- Good Attitude

- The lectures in this course generally draw from the text by Aryeetey Attoh, S., (ed.), (2010) *Geography of Sub-Saharan Africa*, 3rd Edition, Pearson. ISBN 978-0-13-605631-7. You are NOT required to purchase this textbook. However, if you read the text, you may find it helpful with reviewing the lectures online. A limited number of copies are available on reserve in Marston Science library for in- person reading. Remote students who choose to get the book can purchase it from a variety of sources.
- You will be assigned a group, a topic and side to write on. Supporting materials are available in a Modules for this assignment. Each seminal article is also available from the original scholarly journal source, through the library online databases, so you are NOT required to purchase this textbook. Many of the topics are covered in Moseley, W. G., (ed.), (2012), *Taking sides: Clashing views of African issues*, 4th Edition, Dubuque, IA, McGraw Hill ISBN 978-0-07-805008-4. All materials are available in Canvas.
- Proficient use of the library databases for research of scholarly materials for assignments. Library materials and database orientation through the UF library is suggested if you have not done this before. You will use APA citation style in all your work for this class. Your ability to use this style is part of the demonstration of your writing competency. There is a Module in Canvas dedicated to Library resources and APA citation style.
- Good written and oral communications skills. This class contains a substantial expectation for college level writing in the discipline of geography. References to scholarly material must be made in APA citation style. All work should be well structured, clear and concise.

Student Evaluation

Assignment	Points (100)	Words required	Due Dates on Class Calendar
1a – Syllabus Evaluation	1 point		Due Friday Module 1
1b - Introduction Video	2 points		Due Friday Module 1
1c - Written evaluation of the Origin of Personal Stereotypes	6 points	750	Due Friday Module 2 . Submitted via Canvas
2a – Select Africanist and define	3 points	250	Due Friday Module 6
2b – Africanist Report	17 points	1250	Due Friday Module 9 . Submitted via Canvas
3a -Taking Sides Report	20 points	2000	Submitted via Canvas, Individual, not group reports required. CHECK THE CALENDAR
3b - Taking Sides Class Presentation (MANDATORY)	10 points		Group development of a presentation submitted in Canvas DUE Friday the week the issue is scheduled
4 – Evaluation of Article/ Movie/Multimedia/ Cartoon/Documentary using satire	15 points	1000	Submitted via Canvas, due Friday Module 12
Critical evaluation through discussion posts of peers' Taking Sides Issues Presentations (3) Do NOT post on the topic you did research on	6 (2 points each)	750(@250 each)	Due Friday. Check your group Group 1, Post 1 – Module 4 Group 1, Post 2 – Module 7 Group 1, Post 3 – Module 11
			Group 2, Post 1 - Module 5 Group 2, Post 2 – Module 8 Group 2, Post 3 – Module 12
			Group 3, Post 1 – Module 6 Group 3, Post 2 – Module 10 Group 3, Post 3 – Module 13
Map Quizzes (2)	10 points (5 each)	0	Given online and timed, complete by Friday Module 4, Module 5
Final Exam – multiple choice, true/false, matching	10 points	0	Taken on Canvas, timed, due on date shown on the course calendar

Canvas e-Learning System

This class will be conducted using the e-Learning System, Canvas. The syllabus, course calendar, reading materials and resources will be available through Canvas. All assignments must be posted through Canvas unless otherwise instructed. Grades will be posted in Canvas. The best method of contact for Dr. Lannon is through Canvas email. Please consult <http://lss.at.ufl.edu/> (Links to an external site.)

If you experience problems with the e-Learning system, such as log-in issues, please contact the UF Computing Help Desk at the Hub, or at 392-HELP for assistance.

Writing Evaluation

The course has a substantial writing requirement. To obtain credit for the UF writing requirement, students must achieve a C grade. Your writing will be evaluated using the following criteria:

- Content
- Organization and Coherence
- Effectiveness of Argument
- Style
- Grammar and Punctuation

Reading and Literature Citation

The material covered each week is outlined on the course calendar in Canvas. I expect you to review the submitted work of your peers, in addition, so that you can participate in class discussion. While discussion in a large **online** class is complicated, this class is designed to assign sides to diverse issues. These will be the subject of class discussion posts. Discussion posts should critically evaluate and be scholarly in nature, but also include informed opinions. You should be aware that your opinions may not be parallel to others.

In your assignments and presentations, I expect you to cite all sources using APA standards. The suggestion to attend a library orientation will assist you if you are unsure of literature citation standards. Information on APA style is also available in Canvas. It is sufficient under an image or after work attributed to an author, to use Last Name and Date (Lannon, 2021). After a direct quotation you should use Name, Date, Page Number (Lannon, 2021, p. 23). At the end of every assignment and presentation please include a complete reference list. This is a writing intense class, so attention to detail in citation style is imperative.

Discussion Techniques

1. "Listen" to each other and learn a variety of perspectives upon which you can build your opinions in favor or against an issue.
2. Discussions should be focused. The Moseley text provides issues upon which we will base class discussion.
3. Connections between the various subdisciplines of Geography will enhance your ability to evaluate issues.
4. Insight from readings, supplemented by awareness of current events and connections to your personal interests or other classes will enhance your discussion skills.

Extra Credit

Extra credit in the class can be obtained from paying attention to the recorded lectures. There are clues embedded in the lecture narration. Any extra credit must be submitted the week the lecture is considered. You will be awarded 5 extra credit points on the final examination for each clue. The extra credit is applied towards the final exam grade. Please be aware that the maximum amount of extra credit is the total score of the final, not over 100%.

Academic Honesty, Regulations and the Honor Code

The very nature of higher education requires that students adhere to accepted standards of academic integrity. Details on student responsibilities and regulations can be viewed at

<http://catalog.ufl.edu/ugrad/current/Pages/academic-regulations.aspx> (Links to an external site.)

Academic dishonesty (cheating) is not accepted in any class at the University of Florida. The practice of any type of academic dishonesty will result in a failing grade for the entire class. I hope you will find me to be a flexible faculty member in all aspects, but I will not tolerate academic dishonesty.

Accommodations for Students with Disabilities

In compliance with University of Florida policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. You must be registered with Disabilities Resource Center (DRC) in Reid Hall for disability verification and determination of reasonable academic accommodations. Requests for academic accommodations need to be made during the first week of the semester (except for unusual circumstances) so arrangements can be made. For more information, www.dso.ufl.edu/drc/ 352-392-8565

Course Evaluation

Your Teaching Assistants and I would be grateful to receive feedback on this class. The University of Florida provides you with 10 criteria with which to evaluate the quality of instruction. Feedback can be provided online at <http://evaluations.ufl.edu> (Links to an external site.) and evaluations are usually open the last 2 weeks of the semester. I am sincerely committed to improving the class experience for you and always learn something from student feedback.

Grading Scale

GRADE PERCENTAGE

A	92-100
A-	90-91.99
B+	88-89.99
B	82-87.99
B-	80-81.99
C+	78-79.99

C	72-77.99
C-	70-71.99
D+	68-69.99
D	62-67.99
D-	60-61.99
F	<59.99

Note the Grading scale is to 2 decimal places. At the end of the semester do NOT ask for extra credit to make your grade higher. There are plenty of opportunities throughout the semester.

Grades are used as a tool to measure performance. To perform well in this class the following will help you: (1) attend class regularly (2) take lecture notes and set aside time to read the pertinent parts of the text (3) participate in class exercises. If you are not doing well and have studied, read, and attended class, please e-mail me or come and see me – do not wait until the end of the semester.

Meeting deadlines matters! All assignments are due on the due date or as indicated on the Calendar. Late assignments will be marked down a letter grade for each day they are late (i.e., from an A to a B for being a day late). A day is defined as 24 hours and begins immediately after the deadline. **ALL ASSIGNMENTS MUST BE TURNED IN THROUGH THE LEARNING MANAGEMENT SYSTEM (CANVAS).**

GEOGRAPHY OF AFRICA

Please consult the Calendar on the Learning Management System (Canvas) for exact dates

DATES	TOPIC
Introduction	Review materials - Welcome and Introduction. (Check last day to drop/add, if necessary). Lecture - Overview of the importance of Geography, Africa.
Module 1	Review materials - Geography and Regions of Africa <i>Contact class peer for Assignment 1 interview.</i> Taking Sides Issues and Student Groups Assigned Begin Taking Sides Issue organization. Orient yourself at the library materials and APA citation style. DUE: Friday Assignment 1 – 1a syllabus quiz, 1b Introduction Flipgrid
Module 2	Review materials - Globalization and Africa DUE: Friday Assignment 1c – Written introduction and stereotypes of classmate
Module 3	<u>Physical Environment</u> Review materials - Physical Geography of Africa – Hydrosphere, lithosphere, atmosphere, biosphere Issue 1 – Trans-Atlantic Slave Trade, Issue 2 – Contribution to New World Agriculture Issue 3 – Impacts of European Subjugation
Module 4	Review materials - Human and Environmental Issues, desertification, deforestation, Map Quiz 1 Issue 4 – Colonization and Development, Issue 9 – Climate Change and Agriculture Issue 21 - Terrorism and Aid, should these be linked DUE: Friday Map Quiz 1 DUE: Friday Discussion Post 1, Group 1
Module 5	<u>Sociocultural Africa -</u> Review materials - Historical Geography of Africa, Map Quiz 2 Issues 8 – Impact of Foreign Aid Issue 7 – Chinese Investment Issue 16 – Multi-Party Democracy, DUE: Friday Map Quiz 2 DUE: Friday Discussion Post 1, Group 2
Module 6	Review materials - Political Landscapes of Africa Issue 19 – Peace Keeping Missions, Issue 18 – Corruption DUE: Friday Discussion Post 1, Group 3 DUE: Friday Assignment 2, Select Africanist and define

Module 7	Review materials - Social Geography and Conflict. Issue 10 – Food Production and Population, Issue 12 – Community Based Wildlife Management Issue 22 – Black Panther movie & opinions on African development DUE: Friday Discussion Post 2, Group 1
Module 8	Review materials - Population Geography Issue 14 – Power Structures Issue 13 – Female Genital Cutting, Issue 17 – Female Political Participation DUE: Friday Discussion Post 2, Group 2
Module 9	Review materials - Gender and Equality DUE: Friday Assignment 2, Africanist Report
Module 10	<i>Development and Africa</i> Review materials - Urbanization, infrastructure Issue 6 - Cell Phones Issue 11 – Green Revolution in Africa, Issue 25 – Trophy hunting of big game & Conservation DUE: Friday Discussion Post 2, Group 3
Module 11	Review materials - Medical Geography, Disease Issue 15 – International Community and AIDS Issue 20 - Ebola and the International Community Issue 24 – COVID and Impacts in Africa DUE: Friday Discussion Post 3, Group 1
Module 12	Review materials - Economic Activity in Africa Issues 5 – Free Market Policies Issue 23 - Land Reallocation in South Africa Issue 26 – Micro-finance opportunities DUE Friday Assignment 4, Satire essay, movie/ guest lecture evaluation DUE: Friday Discussion Post 3, Group 2
Module 13	Review materials - Watch the New Scramble for Africa available in Modules (this is important, there will be questions on this on the Final Exam). DUE: Friday Discussion Post 3, Group 3
Module 14	Review materials - Entrepreneurship and Economic Activity. Review materials – Posted Guest Lecture, Dr. Andy Noss, “Bushmeat” (this is important, there will be questions on this on the Final Exam)
Module 15	Future of Africa Classes End, Reading Days
FINALS Week	FINALS. Final is timed, given in Canvas (60 minutes) Due by WEDNESDAY

