

DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY
AFST 301 COURSE OUTLINE: FALL 2020
AFRICAN STUDIES (AFST) 301, L 01: INTRODUCTION TO AFRICAN STUDIES
ONLINE LECTURES SCHEDULE: TUESDAYS, 2:00pm - 4:45pm (Calgary time)
FORMAT: SYNCHRONOUS WEB BASED

Instructor: Dr. Apentiik
Office Location/ ES 844;
Phone Number 403-220-4857/403-473-4473
E-Mail: rapentii@ucalgary.ca
Office Hours: Tuesdays 1:00pm-2:00pm or by appointment (Calgary time)

TA: TBA
Office Location/ TBA
Phone Number TBA
E-Mail: TBA
Office Hours: TBA

Prerequisite(s): **none**

COURSE DESCRIPTION

This course introduces students to the African continent, and its diverse societies and cultures. It will address the geographical, sociocultural, economic and political conditions on the continent from an interdisciplinary perspective. We will explore the nature of African society including the diversity and similarities, and the processes of change that have shaped the continent's development, and the effects of these processes in historical and contemporary contexts.

The objective of the course is to assist students in developing a holistic understanding of the continent and its people, beyond the often-parochial dominant images found in the media that depict Africa as a continent of conflict, disease, and exotica. Thus, the course provide students with the opportunity to explore, analyze and deconstruct some of the forces that have shaped and continue to affect African development, as well as insights into the profound impact Africa has had and still exert on the world on the rest of the world vis-à-vis the impact of the world on the continent.

LEARNING OUTCOMES

By the end the course, students should be able to:

- Analyze, evaluate and explain how varied historical events and actors, together with the continent's physical and socio-cultural geography have shaped, and continue to impact its political, economic, and cultural development from an interdisciplinary perspective;
- Identify, describe, analyze and explain the similarities and differences that exist within and among contemporary African societies in terms of the challenges they face, their achievements and triumphs, and the opportunities the continent has to offer;
- Have honed their skills in critical thinking, reading, writing and debating about African issues from an interdisciplinary perspective.

PEDAGOGY:

The basic pedagogy of the course involves one weekly lecture devised around a set of required and recommended readings wherein students will also be encouraged to participate in a meaningful way. Relevant internet links to a mix of scholarly and popular websites are provided on D2L and on the course outline. The internet is a powerful multimedia tool and we should employ it to our advantage – but there remains no substitute for the required reading. The course instructor will make every effort to add on a weekly or bi-weekly questions and answers session, preferably as part of the D2L discussions. At the end of every topic, lecture notes will be posted on D2L.

REQUIRED READING RESOURCES

Chinua Achebe. 2005. *Things Fall Apart*. London: Macmillan.

Gordon, A., & Gordon, D. L. (Eds). (2013). *Understanding Contemporary Africa*. Boulder: Lynne Rienner Publishers.

The required textbooks are available for purchase at the University Bookstore.

LEARNING TECHNOLOGIES AND REQUIREMENTS

In order to successfully engage in your learning experiences at the University of Calgary, students taking web-based (online and remote) courses are required to have reliable access to the following technologies.

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updated web browser
- Webcam (built in or external)
- Microphone and speaker (built in or external) or headset with microphone
- Broadband internet connection

ASSIGNMENTS AND EVALUATION

Book Review	20%	Due Oct.13, 2020 via Dropbox
Mid-Term Exam	40%	Oct. 20, 2020 via D2L (online)
Final Exam	40%	To be scheduled by Registrar

Note:

- All assignments must be completed in order to pass the course.
- All written assignments except multiple choice questions will be assessed in part based on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity.
- Both midterm and final exams have a mixed format – a combination of multiple choice, short-answer and long-answer questions. There may be exceptions to this rule for exams missed for legitimate reasons. All missed exams may consist exclusively of long-answer questions.
- Except missed final exams which are scheduled by the registrar’s office, all other missed exams will be rescheduled within two weeks on a date chosen by the instructor

SCHEDULE OF LECTURES AND READINGS

To be made available on D2L before the start of the class.

BOOK REVIEW ASSIGNMENT (worth 20% of your grade; due Oct 13, 2020 by 4:30pm, Calgary time; to be submitted via Dropbox with a link provided on D2L).

The book review entails writing a critical analysis of Chinua Achebe’s novel *Things Fall Apart*. You must indicate how the issues covered in the book relate to Africa or the themes covered in the course. The level of analysis should be suitable for a second-year university course (For more details, see below, under **Guidelines for the Book Review Assignment**).

Format of Critical Review assignment.

The paper must:

- have a title page, which includes the following information: *title of paper, course code, instructor’s name, student ID, and date of submission*.
- not be more than **3 PAGES excluding final list of references** (bibliography and brief appendix are not included in the length restrictions). **All pages should be numbered.** Students are urged to stay within the maximum page length or risk a penalty of loss of grade (e.g. A- to B+) or two (2) points, depending on the number of pages over the maximum limit required.
- be typed and doubled-spaced in 12-point font, with page margins of 1 inch (2.5 cm) wide
- include a minimum of 3-4 properly cited scholarly peer-reviewed references, in addition to the text used for the assignment.
- use APA citation format for both in-text citation and final list of references (see examples below).

Book referencing example:

Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development*. 3rd Edition. New York: Routledge.

Journal article referencing examples:

Cleaver, F. (1999). Paradoxes of Participation: Questioning Participatory Approaches to Development. *Journal of International Development*, 11(4), 597-612.

Riddell, B. (2003). The Face of Neoliberalism in the Third World: Landscapes of Coping in Trinidad and Tobago. *Canadian Journal of Development Studies*, 24(4), 592-615.

Chapter in a book example:

Escobar, A. (1997). The Making and Unmaking of the Third World through Development. In M. Rahnema & V. Bawtree (Eds.), *The Post-Development Reader* (pp. xxx-xxx). London: Zed Books.

Online newspaper article example:

Brody, J. E. (2007, December 11). Mental Reserves Keep Brain Agile. *The New York Times*. Retrieved from <http://www.nytimes.com>

- It is the student's responsibility to keep a copy of each assignment submitted. Students should be prepared to provide a second copy of their assignment if requested. Students who cannot provide a second copy of their essays may risk receiving a zero grade for this portion of the course.

Guidelines for the Book Review Assignment

- A critical analysis requires an evaluation of the arguments made by the author. This means you have to read carefully to find out what the author's argument(s) is/are. You may find the argument(s) stated in the book's introduction. The next step is to consider what the author provides in subsequent chapters.
- A well-written book will remind readers of the main arguments as it proceeds. The concluding chapter of the book will summarize the author's own appraisal of the argument(s) and evidence. This does not mean that you can read only the introduction and conclusion and be able to write a good review; you need to demonstrate that you know what each chapter contains, and how it contributes to the main argument(s).
- In addition, a critical assessment requires that you assess the argument(s) and comment on whether you think the book meets the author's stated objective(s). This assessment is not a simple option, but a thoughtful evaluation of how well the author has succeeded in convincing you, the reader, of the value of the argument(s) and the evidence used to support it/them. Your own conclusions should also say something about what you have learned about the subject, having read the book, and what else you might want to know that was not addressed in the book.
- As you read, it is useful to carry on a "dialogue" with the author, asking yourself if you agree with what is being said, or whether something is missing. You will need to say something about the author's relationship with the subject, and about his/her methods. In some cases, you will have to be a detective to find out what you want to know.
- Correct spelling and grammar are important. Use a dictionary and a computer spelling and grammar checker, if necessary.
- Create a draft of your review, and then look at it again a day or so later. When you do a second draft, make sure that the ideas follow coherently from one another. Move text around if you need to. Weed out repetitive words and phrases. Vary the length of

sentences. Read the review aloud, to see how it “flows.” The final product will reflect the care you have put into its creation.

- If you wish, you may use the first person. Also, use the active voice as much as possible.
- Use a correct bibliographical format (both in-text and for the final list of references).

Evaluation of your Critical Review Assignment

Your review will be based on *Well-informed review or discussion*. This means that you have make sure that your arguments are coherent and that there is clear and logical progression of ideas and thoughts throughout the paper. Pay particular attention to the following:

- Clarity of expression and correct use of grammar (quality of grammar).
- A critical analysis, as opposed to descriptive analysis.
- Understanding and applying information gained of lectures, required readings, and other relevant literature.
- Well formatted in-text citations and final list of references. Note that all direct quotes and statistics must include page numbers. Substantial marks will be taken off for improper in-text-citation and bibliographical formatting. For guidance on proper bibliographic format, visit the University of Calgary library website on the topic. Please contact me when you are unsure what is the proper citation to use.
- It is the student's responsibility to keep a copy of each assignment submitted. A student should be prepared to provide a second copy of his/her assignment if requested. A student who cannot provide a second copy of his/her essays may risk receiving a zero grade for this portion of the course.

MID-TERM EXAM (worth 40% of your grade; Oct. 20, via D2L)

This is a closed-book online exam, which means only pens, pencils and erasers are allowed in exams. No other materials or devices are allowed.

Format and structure of exams:

The exam is mixed (a combination of multiple-choice, short-answer and long-answer questions) designed to test your grasp of the material covered in the lectures, by guest speakers and from the course readings and videos shown in the class up to the date of the exam. This means that you will be expected to have read all the required readings on all topics covered in the course up to the date of the exam. This means that you will be expected to have read all the required readings on all topics covered in the course up to the date of the exam. The best way to prepare for this exercise is to read and reflect on the lectures and course material on regular basis. We will do a review of the course materials before the exam to familiarize you with the kind of questions you can expect on the exam.

Timing of Exam:

You will have 50 minutes to complete exam (+50% extra time as required in case of technical difficulties). The test will be accessible to you from Oct. 20,2020 at 3:30 pm to Oct. 21, 2020 at 3:30 pm (Calgary time). You can take the test anytime during that 24-hour period, but once you start your test it will stay open for you only for 50 (+25) minutes, thus, a total time

of 75 minutes. **Do not logout until you finish as you have one attempt only.** Only one question will appear at a time and *you cannot scroll forward or backward through exam*, you must answer each question when it appears and move on to the next one. Keep track of the time, as the exam will close after the 90 minutes, whether you have answered all the questions or not, just as it would if you were writing it in class in person. You cannot consult your notes, the textbook or other students remotely or in person while completing the tests. Likewise, the taking of screen shots, photos, or otherwise saving copies of the questions also constitutes academic dishonesty. To do otherwise will constitute academic dishonesty. We will do review of the course materials before the exam to familiarize you with the kind of questions to expect.

Note: No alternate dates for the exam will be provided unless a student has been legitimately excused. For all exams that have been missed for legitimate reasons, the make-up exam may consist exclusively of long-answer questions, and will be rescheduled within two weeks on a date chosen by the instructor.

Academic honesty

For both midterm and final exams, you cannot consult your notes, the textbook or other students remotely or in person while completing the tests/exams. Likewise, the taking of screen shots and photos or otherwise saving copies of the questions also constitutes academic dishonesty. To disregard these instructions will constitute academic dishonesty, and which comes with serious consequences.

REGISTRAR-SCHEDULED FINAL EXAMINATION): YES (worth 40% of your grade).

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening; however, there is NO guarantee that the exam will NOT be scheduled during the day. The final is **not cumulative**, this means that only materials covered after the mid-term will be included in the exam.

Format and structure of final exams:

Like the midterm, this is also a closed-book online exam, which means only pens, pencils and erasers are allowed in exams. No other materials or devices are allowed. The final exam follows the same format and structure as the midterm (mixed format: a combination of multiple-choice, short-answer and long-answer questions).

Timing of Final Exam:

You will have 60 minutes to complete exam (+50% extra time as required in case of tech difficulties). The test will be accessible to you on the scheduled date and time set up by the registrar's office, so you can take the test anytime during that 24 hour period, but once you start your test it will stay open for you only for 60 (+30) minutes, thus, a total time of 90 minutes. **Do not logout until you finish as you have one attempt only.** Only one question will appear at a time and you cannot scroll forward or backward through this section, you must answer each question when it appears and move on to the next. Keep track of the

time, as the exam will close after the 90 minutes, whether you have answered all the questions or not, just as it would if you were writing it in class in person. You cannot consult your notes, the textbook or other students remotely or in person while completing the tests. Likewise, the taking of screen shots, photos, or otherwise saving copies of the questions also constitutes academic dishonesty. To do otherwise will constitute academic dishonesty. We will do review of the course materials before the exam to familiarise you with the kind of questions to expect

Note: Note: All deferred final exams are scheduled by the Registrar’s office and may consist exclusively of long-answer questions.

Policy for late assignments & missed exams:

Assignments submitted after the deadline may be penalized with loss of a grade (e.g. A- to B+) or loss of 10% of the total points for each day late the item is late. Extensions will only be granted under extraordinary circumstances, not including having too much other work to do. **a request for extension form** will be posted onD2L. This form should be filled out and submitted to me two weeks before the due date for the submission of the assignment.

Grading system

The following grading system is used in the Faculty of Arts. Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale.

Letter Grade	% Range	Letter Grade	% Range
A+	95 – 100	C+	67 – 70.9
A	90 – 94.9	C	63 – 66.9
A -	85 – 89.9	C-	59 – 62.9
B+	80 – 84.9	D+	55 – 58.9
B	75 – 79.9	D	50 – 54.9
B-	71 – 74.9	F	Less than 50

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet virtually as a learning community at specific times, in our case **every Tuesday from 2:00 to 4:45 pm (Calgary time)**, for a ‘live’ video conference where we can discuss the course topics in real time.

Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. Zoom links and passwords are only intended for students registered in the course. To help ensure Zoom sessions are private, please do not share Zoom links or passwords with others, nor post them on social media platforms.

The use of video conferencing programs relies on the participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping to create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. the Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Accessibility

Lecture notes in form of PowerPoint will be made available to students after each lecture on d2l.

Posting of Grades and Picking-up of Assignments

Graded assignments will be made available electronically through the course's D2L link. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office. Students who may wish to go over their graded exam are welcome to do so during my office or TA's office hours as well as by appointment.

SUPPLEMENTAL INFORMATION

Course Policies and Procedures: Principles of Conduct

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university

property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

Student Misconduct, Plagiarism and Cheating

The University of Calgary is committed to the highest standards of academic integrity and intellectual honesty and expects faculty and students to conduct academic activities within these principles. The University of Calgary recognizes the importance of pursuing and transmitting knowledge ethically. “Academic Misconduct” includes but not limited to the following: cheating, falsification; plagiarism and unauthorized assistance or any failure to comply with exam regulations or an instructor’s expectations regarding conduct required of students completing academic assessments. Other common forms of what constitutes academic dishonesty are: (1) presenting another student’s work as your own, (2) presenting an author’s work or ideas as your own without adequate citation, and (3) using work completed for another course, or using any source whatsoever without clearly and properly documenting or referencing it. Academic misconduct is a serious form of intellectual dishonesty with significant consequences, and Students who participate in, or encourage the commission of it, will be subjected to disciplinary action which include probation, suspension, or expulsion from the University. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

For more information, please refer to the student academic misconduct policy: (<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>)

Note: With regards to **plagiarism**, you must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end, and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as web pages or visual media, and material taken from such sources. Please consult your instructor if you have any questions regarding how to document sources. For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Anthropology and Archaeology recommends that they attend Academic Integrity workshops offered through the Student Success Centre:

<https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

Information on instructor intellectual property

Lectures, demonstrations, performances, and any other course material provided by the instructor includes copyright protected works under the Copyright Act. All forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor.
- With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the individual student. Students may not distribute, email or otherwise communicate these materials to any other person.
- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
- Any use other than that described above (e.g. distributing, emailing or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
- Students are encouraged to make notes of classroom discussions, lectures, demonstrations etc.

Information on the Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. The Department of Anthropology and Archaeology keeps exams and any term work not picked up for a minimum of one year after which it is destroyed. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The content of this course, including lectures, notes posted, and examinations are the intellectual property of the Professor, and protected both by University regulations and copyright law”.

Copyright Legislation:

All **students** are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Academic Accommodations

It is the student’s responsibility to request academic accommodations according to the University policies (ucalgary.ca/access/accommodations/policy). Students requesting an Accommodation on the basis of Disability or medical condition are required to register with

Student Accommodation Services (SAS) by submitting a Request for Accommodation in accordance with the Procedure for Accommodations for Students with Disabilities: (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>).

SAS will issue a Letter of Accommodation which must be presented to either designated contact person within the Department or the appropriate Instructors within 10 days of the beginning of term. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

Internet and electronic communication device information

The use of cell phones and other electronic is not allowed during lectures. The instructor reserves the right to forbid students from using computers if their use is disruptive to the class. This may include chatting online, playing music or games etc. during class.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: sar@ucalgary.ca. For more immediate response, please call: 403-210-9355 and select option #2.

Contact Information for Student and Faculty Representation

- Student Union VP Academic 403-220-3911, suvpaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

Campus Safe walk

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.

SUPPORT AND RESOURCES:

For support information. A link to required information that is not course-specific related information can be found on the Office of the Registrar's website:

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Additional Information: Use of Email

Due to a high volume of e-mail messages received on a daily basis, students are advised to meet me via zoom either during my office hours or make an appointment with me on matters that require urgent attention. Please note that e-mail messages can be sent to the wrong email address, can be accidentally deleted, and can be buried or may mysteriously disappear into cyberspace. I will normally reply emails within 72 hours, during regular business hours. Questions and information of general interest will be addressed in class or posted on Desire2Learn. Students are encouraged and required to use their ucalgary email accounts or Desire2Learn in all their communication with me and with peers. All course related communication with peers and instructor should be formal. This means that emails must be clearly written, devoid of short-hand and other forms of informalities

Please feel welcome to discuss with me any aspect of the course requirements or package you think is unclear to you.

Acknowledgement:

The University of Calgary is situated on the traditional Blackfoot place name "Mohkinstsis". I would like to acknowledge the traditional territories of the Blackfoot and Treaty 7 peoples of Southern Alberta, including the Siksika, Piikuni, Kainai, Tsuut'ina and Stoney Nakoda First Nations, including Chiniki, Bearspaw and Wesley First Nation. The City of Calgary is also home to Métis Nation of Alberta, Region III.