

Welcome to Africa: An Introductory Survey. This course is designed to be a multi-disciplinary introduction to the history, cultures, and politics of Africa. It is available to students as African Cultural Studies 277, Afro-American Studies 277, Anthropology 277, Geography 277, History 277, Political Science 277, or Sociology 277. Because Africa contains a remarkable array of languages, societies, and peoples, we cannot hope for exhaustive coverage. However, we will visit almost every major region of the continent at least once during the semester while we will explore a variety of themes and topics. I hope that you will take away from the course an understanding not just of *what* to think about the history, cultures, and politics of Africa but also *how* to think about this part of the world.

Instructor

Neil Kodesh

kodesh@wisc.edu

Virtual office hours:

Tuesday, 11 a.m.-1 p.m.

(appointment required via Canvas)

Thursday, 10 a.m.-11 a.m.

(drop-in group office hours)

Africa: An Introductory Survey

University of Wisconsin-Madison

Fall 2020

Teaching Assistants

Marguerite Heckscher

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Virtual Office hours:

Tuesday, 10 a.m.-12 p.m.

Irène Tombo

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Janey Myers

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Virtual office hours:

Monday 8 a.m.-9 a.m.

Friday 8 a.m.-9 a.m.

Course Objectives

- Develop familiarity with the study of Africa from different disciplinary perspectives
- Develop a deeper understanding of the complexities of historical and contemporary Africa
- Critically engage a variety of media about Africa, including scholarly studies, journalism, podcasts, and film
- Learn to read works of scholarship with an eye for identifying the argument
- Analyze sources and employ these sources to develop arguments
- Develop writing skills

Communication:

The **Announcements** section of the Course Home page is used to make important announcements. We expect you to login to the course site regularly and to read the news items carefully.

Have a question? Consider posting it on the **“General Course Questions”** discussion board instead of sending an email. Chances are your classmates have similar queries and we are all here to support each other! As instructors, we want to provide all of you with the same information. Any questions posted by 11:59 PM on Monday and Wednesday will be answered by 10:00 AM on Tuesday and Thursday. If posting the question would make you uncomfortable, feel free to email Professor Kodesh or your TA directly.

Professor Kodesh and TAs will hold **weekly virtual office hours** via BlackBoard Collaborate. Feel free to sign up for an appointment via Canvas! Professor Kodesh will also hold weekly drop-in group office hours to discuss course content.

COURSE DESIGN, REQUIREMENTS, and EXPECTATIONS

This course will meet the 4 credits requirement by spending a total of 180 hours on learning activities. These include viewing lecture-videos, participation in discussion sections, engaging with learning materials (readings, podcasts, films), writing, and studying.

Course Design

A video overview of the course design and information about course logistics, technology, and student support can be found on Canvas in Module 0: Introduction and Course Overview

This course consists of 15 modules (1 module per week):

- Module 1: Introduction to Africa
- Module 2: Themes in Early African History
- Module 3: Africa in the Age of Global Capitalism: The Atlantic Slave Trade
- Module 4: The Long 19th Century
- Module 5: Colonialism in Africa, Part 1
- Module 6: Colonialism in Africa, Part 2
- Module 7: Decolonization in Africa
- Module 8: Politics in Africa
- Module 9: Economic Development in Africa
- Module 10: Health, Disease, and Medicine in Africa
- Module 11: Science, Environment, and Conservation in Africa
- Module 12: Popular Culture in Africa, Part 1
- Module 13: Popular Culture in Africa, Part 2
- Module 14: Education in Africa
- Module 15: Conclusions: Africa in the World Today

Each module includes 2 lessons, each of which contains the following components (modules 1, 6, and 13 contain 1 lesson):

- **Warm-up activity:** Each lesson begins with a short warm-up activity designed to introduce you to a primary source, piece of evidence, or slice of data relevant to the topic of the lecture. These activities are meant to be exploratory in nature and to offer you the freedom to engage in preliminary analysis of what will likely prove unfamiliar sources, evidence, or data related to topics about which you might know nothing at all. As such, *there are no "correct" or "incorrect" answers*, and you will receive full credit for completing the activity according to the instructions. Responses to warm-up activities should be ~150-200 words.
- **Lecture:** Since one goal of this course is to introduce you to Africa from a variety of different disciplinary perspectives, the course incorporates lectures from a range of Wisconsin faculty members engaged in the study of Africa. This format allows for greater breadth and variety in the subject matters covered. However, it also requires you to think more actively and creatively about how all of the different orientations, styles, and perspectives presented might be reconciled...or not.
- **Learning materials:** All required learning materials (readings, videos, films, podcasts, etc.) are available on Canvas. We have tried to select learning materials that will not only inform but also capture your curiosity and imagination. When reading an assignment, watching a

film, or listening to a podcast, concentrate on the subject at hand, but think at the same time about how the ideas being presented connect with earlier lectures or learning materials, support them, or perhaps contradict them. Your sources will not always agree. Nor should they always agree. Remember throughout that one of the objectives of the course is for each of you to come away with a deeper understanding of the complexities of historical and contemporary Africa.

- **Content check:** The content check for each lesson consists of ten multiple choice questions designed to gauge your understanding of the lesson's lecture and learning materials. The content checks for each module will close at 11:59 p.m. on the Wednesday of the week following the module. For example, the content checks for week 2 will close at 11:59 p.m. on Wednesday, September 16.

Discussion Sections

The instructions below apply to both online and in-person discussion sections.

In addition to watching lectures, engaging learning materials, and completing the content checks for each module, all students will attend a weekly discussion section **with the exception of week 13** (Thanksgiving). You must be enrolled formally in one of the scheduled discussion sections and attend **that** section every week. If you are not enrolled in a discussion section, you are not enrolled in the course. A teaching assistant will lead each discussion section. The TAs are advanced Ph.D. students who have had considerable life experience in Africa and are carrying out Africa-related research. You can learn more about your TA in the "Meet your Teaching Assistants" section located in Module 0 on the course's Canvas site.

In discussion section your TA will help you review and sort out ideas presented in lectures, lead conversation and debate, help you analyze your readings and other learning materials, and help you prepare for written assignments.

Reading assignments and other learning materials follow the lecture for each lesson. You are expected to listen, read, watch everything that's been assigned. The learning materials are pegged to corresponding lectures in a logical way, but rarely will they merely repeat what a lecture has covered. Lectures and learning materials are intended to be complementary.

I have tried to select learning materials that will not only inform but also capture your curiosity and imagination. Please bring questions about the week's lectures and learning materials to discussion. If you are having trouble understanding something, other students probably are as well. So don't be shy about asking questions. **Please be aware that the assigned learning materials for any given week will generally be discussed in section the following week.**

Please see the Discussion Section Syllabus located in Module 0 for further information about expectations, requirements, and grading criteria for discussion sections.

Analytical Essays

You will write two analytical essays for this course. Each essay assignment will require you to produce approximately 6 pages of writing, typed and double-spaced.

- 1) The first essay assignment will cover modules 1-6. You will receive detailed instructions on Monday, October 5. The assignment will be due on Sunday, October 11 by 11:59 p.m.
- 2) The second essay assignment will cover modules 7-15. You will receive detailed instructions on Thursday, December 10. The assignment will be due on Thursday, December 17 by 11:59 p.m.

Course Schedule

Modules open on Saturday at 8 a.m. for the upcoming week. You must complete the prior week's module, including all of the assignments, before you can begin a new module. The content checks for each module will close at 8 a.m. on the Wednesday of the week following the module. For example, the content checks for week 2 will close at 11:59 p.m. on Wednesday, September 16.	
Week 1: September 2-4	Module 1: Introduction to Africa
Week 2: September 7-11	Module 2: Themes in Early African History
Week 3: September 14-18	Module 3: Africa in the Age of Global Capitalism: The Atlantic Slave Trade
Week 4: September 21-25	Module 4: The Long 19 th Century
Week 5: September 28-October 2	Module 5: Colonialism in Africa, Part 1
Week 6: October 5-9	Module 6: Colonialism in Africa, Part 2
Week 7: October 12-16	Module 7: Decolonization
Week 8: October 19-23	Module 8: Politics in Africa
Week 9: October 26-30	Module 9: Economic Development in Africa
Week 10: November 2-6	Module 10: Health, Disease, and Medicine in Africa
Week 11: November 9-13	Module 11: Science, Environment, and Conservation in Africa
Week 12: November 16-20	Module 12: Popular Culture in Africa, Part 1
Week 13: November 23-27	Module 13: Popular Culture in Africa, Part 2
Week 14: November 30-December 4	Module 14: Education in Africa
Week 15: December 7-10	Module 15: Conclusions: Africa in the World Today
See Module 0 for a detailed course schedule that includes due dates for weekly assignments	

Evaluation and Grading

Graded Work

- Content check quizzes (2 per week, 10 multiple choice questions per quiz; 2 lowest scores will be dropped). **The content checks for each module will close at 8 a.m. on the Wednesday of the week following the module. For example, the content checks for week 2 will close at 11:59 p.m. on Wednesday, September 16.**
- Discussion: (1 post per week, with the exception of weeks 6 and 15, and participation in weekly discussion sections)
- 2 analytical essay assignments

Evaluation

Assignment	Evaluation	% of Final Grade
Warm-up activities	Ungraded	n/a
Content check quizzes <i>(four lowest scores dropped)</i>	Graded	25%
Discussion	Graded	25%
Essay #1	Graded	25%
Essay # 2	Graded	25%

Grading Scale

	A	AB	B	BC	C	D	F
Percentage	93-100%	87-92.9%	82-86.9%	77-81.9%	72-76.9%	67-71.9%	0-66.9%

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for [insert class name] are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these

copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-MADISON [BADGER PLEDGE](#)

UW-MADISON [FACE COVERING GUIDELINES](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply. **The History Department has directed instructors to halt the class and, if necessary, leave the classroom if anyone in the room is not wearing a properly fitted mask.**

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine,

in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Knowing how or when to cite can be confusing; if you are having trouble, rather than living in fear of inadvertent plagiarism please discuss it with us during our **virtual office hours**. You may also find the following link helpful: <http://writing.wisc.edu/Handbook/QuotingSources.html>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.