Course Description

This course will cover historical and contemporary issues in primarily sub-Saharan Africa since 1957 when the 1st country gained its re-independence from colonial powers. Topics covered will include contemporary history, politics and culture, pan-africanism, and the future prospects for the continent. Among the key historical figures of the African Independence movement to be discussed will be Kwame Nkrumah, Patrice Lumumba, Jomo Kenyatta and Julius Nyerere. Case studies of selected African countries will include Ghana, Kenya, Tanzania, and South Africa.

Student Learning Outcomes

By the end of this course students will be able to:

- Identify the key historical and cultural topics that are relevant to the experiences of people in an Independent Africa.
- Describe the key events in the history of an Independent Africa.
- Identify the key figures in Independent African movements and describe their significant contributions.
- Explain the movements of African nationalism and Pan-Africanism and how they may apply to the contemporary issues in Africa and the African Diaspora.
- Identify several of the key challenges facing contemporary African countries and some of the efforts underway to meet these challenges.
- Describe the importance of African development to a global society.

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1 The student should take full advantage of all communication resources and opportunities although the instructor prefers e-mail as it is the most efficient and expedient.
University Policies

Academic Integrity: Strict standards of academic honesty will be enforced according to the University policy on academic integrity. I expect that student’s signature on any test or assignment means that you have neither given nor received unauthorized aid. Consult the following website for further details:

http://www.fis.ncsu.edu/ncsulegal/41.03-codeof.htm

ADA Statement: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information, see http://www.ncsu.edu/provost/offices/affirm_action/dss/
For the policy, see: Http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php

Africana Studies Equity Statement: All persons, regardless of age, race, religion, gender, physical disability or sexual orientation shall have equal opportunity without harassment in Africana Studies courses and programs. Any harassment should be reported immediately to either the classroom instructor or the program director.

Reading Requirements

The required readings for this course include:

2. Course Readings on Blackboard Vista (http://vista.ncsu.edu)

Structure

The course is structured according to the following six (2-3 week) learning modules

1. Selected Histories (January 7th – 25th)
2. Ghana Case Study (January 25th to February 15th)
3. Making Sense of the Hype (February 15th to March 15th)
4. Cultures of a Continent (March 15th to April 5th)
5. Contemporary Challenges (April 5th to April 19th)
6. Country Reports (April 19th to May 1st)

Requirements

• Students are expected to read this entire syllabus and understand the requirements and expectations. Any changes to the syllabus or requirements will be communicated to students in a timely manner both in class and online via the BlackBoard Vista system. Students will be expected to inquire about any requirements, assignments or other issues they do not understand.
• All written assignments should be submitted on BlackBoard Vista (http://vista.ncsu.edu)
• Students are expected to check BlackBoard Vista daily.
Students are expected to **complete reading assignments** as assigned in order to effectively participate and complete required assignments in a timely manner.

- **“Who Am I” Essay**: Students must submit an online essay (identified on BlackBoard Vista) in response to a series of questions identified by the instructor. This report will be **Due Aug 23rd**.
- **Online Quizzes**: Students will be responsible to complete an online quiz for each of the six (6) learning modules. These quizzes will be worth 5 points each and mostly comprised of multiple choice, true/false, short answer, and short essay questions. In general, students will have two weeks to complete the quiz before it expires.
- **Thoughtful Reaction Papers**: There will be SIX thoughtful reaction papers to be submitted online according to the assigned due dates. The papers will correspond to each of the six videos assigned per learning module. These videos will be available online or distributed via the NCSU Distance Education Office. These papers will require that the student provide a _thoughtful_ synthesis of the video with course materials and personal experience. These papers will be ungraded so the student should feel free to express themselves in any manner necessary to get their point across. **ANYTHING GOES!** The student will receive 5 points for each submission (un-graded). _Late submissions will lose 1 point for each day it is late._
- **Country Report**: Students will be required to research and complete a written report on an independent African country of their choosing following a model presented by the instructor. The instructor must be notified (and will subsequently approve) the selected country by **Friday, September 7th**, and the Country Report will be due on Friday, **September 12th, 2009**.
- **Final Topical Project**
  - Students will submit an online project (e.g., paper, website, etc) on a focused topic of their choosing related to Independent Africa. This project must include:
    - A topic and outline no later than **September 27th, 2009**
    - Coverage of the key topics discussed in the course.
    - A clear connection to Independent Africa (contemporary)

### Grading:

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<thead>
<tr>
<th>Assignment/Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>“Who Am I” Essay</td>
<td>5</td>
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<tr>
<td>Online Quizzes (six @ 5 points each)</td>
<td>30</td>
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<tr>
<td>Thoughtful Video Reaction Papers (5 @ 5 points each)</td>
<td>25</td>
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<tr>
<td>Online Discussions</td>
<td>5</td>
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<tr>
<td>Final Topical Project</td>
<td>20</td>
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<tr>
<td>Country Report</td>
<td>15</td>
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<tr>
<td><strong>Totals</strong></td>
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<tr>
<th>% of Points</th>
<th>Grade</th>
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<td>100 - 96%</td>
<td>A+</td>
<td>79 - 76%</td>
<td>C+</td>
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<tr>
<td>95 - 92%</td>
<td>A</td>
<td>75 - 72%</td>
<td>C</td>
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<tr>
<td>91 - 90%</td>
<td>A-</td>
<td>71 - 70%</td>
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<td>89 - 86%</td>
<td>B+</td>
<td>69 - 66%</td>
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<td>85 - 82%</td>
<td>B</td>
<td>65 - 62%</td>
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<td>81 - 80%</td>
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Course Schedule *(Subject to change although sufficient notice will be given)*:

<table>
<thead>
<tr>
<th>Learning Modules</th>
<th>Topics</th>
<th>Readings and Activities</th>
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</thead>
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| 1                | Selected Histories (August 19th – August 30th) | ● Falola Textbook (Chapters - Introduction, 8, 9, 34-38)  
● Online Readings  
● Online Video: Julius Nyerere  
● Online Video: In Search of Africa  
● “Who Am I” Essay Due August 23rd |
| 2                | Ghana Case Study (August 31st to September 13th) | ● Online Readings  
● Video: Heritage Africa  
● Online Videos: Ghanaian Perspectives on the 50th Anniversary  
● Online Video: Ghanaian Perspectives on Nkrumah  
● Country Report Selection Due September 7th. |
| 3                | Focus on Other Countries (September 14th to 27th) | ● Online Readings  
● TBA |
| 4                | Cultures of a Continent (September 28th to October 18th) | ● Falola Textbook (Chapters - 26 – 28, 30)  
● Video: Lumumba |
| 5                | Contemporary Challenges (October 19th to November 8th) | ● Falola Textbook (Chapters - 2, 4 – 6, 12, 16, 17, 19, 29)  
● Video: Africa: Southern Treasures (Episode 8) |
| 6                | Country Reports (November 9th to 29th) | ● Readings: Student Country Reports  
● Video: TBD  
● Student Country Reports Due February 23rd  
● Final Project Due November 29th. |