

**BOWIE STATE UNIVERSITY  
DEPARTMENT OF HISTORY AND GOVERNMENT  
COURSE SYLLABUS  
Spring, 2009**

Course Name: GEOG 220.001 Geography of Africa (3 credits)

Instructor: Dr. Ralph Parris

Office Hours: MWF: 10:00 am.-11:00; am. 12:00 pm.-1:00 pm.; MW:  
3:00 pm.-4:00 pm.

Office Location: MLK 0216

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**I. COURSE PREREQUISITES:**

**There are no prerequisites for this course.**

**11. COURSE DESCRIPTION:**

This is a general regional survey course, which focuses on individual countries with emphasis on political and sociological issues, and also presents contemporary, developmental prospects within a broader geographic framework.

**111. REQUIRED TEXT:**

Grove, A. T. 2008. *The Changing Geography of Africa*. New York: Oxford University Press.

**REQUIRED MATERIALS:**

B. *Students are required to use the Internet to download maps for the exercises that accompany each unit of work that is assigned for the course. Use [www.worldatlas.com](http://www.worldatlas.com) for maps.*

C. *Access the Student Study Guide from the Internet.*

D. *Newspapers: The Washington Post, the Baltimore Sun, the Washington Times, the New York Times and USA.*

#### **1V. EMERGING ISSUES:**

Global warming is a contemporary climatic issue that is attracting the attention of people everywhere.

Pollution has become an environmental hazard that has a negative impact on earth's ecosystems.

Boundary disputes among and between nations have continued to create conflicts of global proportions.

The economic disparity between wealthy and poor nations has profound impact on the quality of life of a large segment of the world's population.

Environmental conditions and human activities have made a negative impact on animals, vegetation and soils.

#### **V. GENERAL EDUCATION COMPETENCIES:**

##### **A. Written and Oral Communications:**

1. Students will be competent to analyze and discuss critical issues and recurring themes in geography;
2. Make interpretations and present those ideas in clear writing;
3. Use suitable current technologies to demonstrate knowledge of geographic concepts.

##### **B. Scientific and Quantitative Reasoning:**

1. Students will learn to analyze and understand the physical and biological world.

##### **C. Critical Analysis and Reasoning:**

1. Apply skill in analysis and problem solving;
2. Apply logical reasoning in the examination and resolution of geographical tasks.

##### **D. Technological Competency:**

1. Write a term paper using the internet using Word processing software;
2. Produce a quantitative visual representation

- Of data using geographical computation software; and
3. Construct a geographical presentation using a presentation software.

**E. Information Literacy:**

1. Identification of key concepts and terms that describe the information needed.
2. Select the most appropriate investigative methods for assessing needed information.

**VI. NCATE CURRICULUM THEMES/PRAXIS OBJECTIVES:**

Academic Scholar: Objectives 1, 2, and 3.

Multicultural and Global Perspectives:

Objectives: 1, 2, and 5.

Personal and Interpersonal Perspectives:

Objectives: 1, 2, and 3.

Effective Practitioner: Objectives: 1, 2, 3, and

4.

**VII. STUDENT EXPECTED OUTCOMES OR COURSE OBJECTIVES:**

**A. COURSE OBJECTIVES:**

1. To work with students in acquiring proficiency with the basic tools of geography, e.g., map reading, climatic graph interpretation, and composition writing skills.

2. To introduce students to the key concepts of, up-date information about, and the significance of Geography as a science, that relates to our multicultural and global perspectives.

3. To train the student to analyze, compare and classify information so as to awaken in the student a sense of relationships and connections that would lead the student to formulate questions and, with a knowledge of the facts involved, to look for the 'why' of things.

4. To train students to apply Geographic inquiry to the four traditions of Geography, within which geographers work. These traditions are expressed in the National Geographic Standards.

5. To instruct students that Critical thinking Perspective will be enhanced by acquiring and developing basic geographic skills, with the determination to create a geographically literate society in accordance with the goals: 2000 Educate America Act (Public Law 103-227) and includes the 1994 National Geography Standards.

Geography is the science of space and place on Earth's surface. Its subject matter is the physical and human phenomena that make up the world's environments and places. Geographers describe the changing patterns of places in words, maps, and geo-graphics, explain how these patterns come to be, and unravel meanings of these patterns. Geography's continuing question is to understand the physical and cultural features of places and their natural settings on the surface of the Earth.

The six essentials and eighteen Geography standards will be addressed in this course. These are:

**1. THE WORLD IN SPATIAL TERMS**

- 1. Maps and other geographic tools for information in a spatial perspective
- 2. Mental maps and spatial contest
- 3. Spatial organization of Earth

**11. PLACES AND REGIONS**

- 4. Physical and human characteristics of places
- 5. Regions interpret Earth's complexity
- 6. Culture and experience influence perception of places and regions.

**111. PHYSICAL SYSTEMS**

- 7. Physical processes shape patterns of Earth's surface
- 8. Characteristics and distribution of Earth's ecosystems

**1V. HUMAN SYSTEMS**

- 9. Human populations
- 10. The nature and complexity of Earth's cultural mosaics
- 11. Patterns and networks of economic interdependence
- 12. Human settlement
- 13. Forces of cooperation and conflict that shape earth's surface

**V. ENVIRONMENT AND SOCIETY**

- 14. Human actions modify physical environment
- 15. Physical systems affect human systems
- 16. Meaning, distribution, and importance of resources

**VI. THE ISSUES OF GEOGRAPHY**

- 17. How to apply geography to interpret the past
- 18. How to apply geography to interpret the present and plan for future.

## **B. STUDENT OUTCOMES:**

Students will:

Develop critical reading and writing skills;  
Develop critical thinking skills;  
Acquire knowledge of basic geographic concepts;  
Complete a four page book report; and  
Acquire competence in these areas that will be demonstrated by attaining a grade of 'C' or above, according to the grading scale for work done in this course.

## **V111. INSTRUCTIONAL MODES:**

Teaching modes include student participation in group discussions, lectures, audio-visual materials, technical report writing, and the use of the computer and the Internet. Printed materials to supplement the text will be given to students as needed. A book report of five, single space pages is required for this course. This book report will also enhance students' composition writing skills. The cover page to the report will not constitute a page of the five-page report.

## **1X. STUDENT REQUIREMENTS:**

### **A. Examinations:**

Four examinations will be administered in this course. Students are required to take all four examinations. Examinations will consist of multiple choice questions, definition of terms, short answer questions, and/or essays. Knowledge of place-names of maps is essential. Examinations will constitute 80 percent of the grade for this course.

All Examinations will be given on the date, in the same classroom, and at the time scheduled in this syllabus and, or published by the Registrar of the University, unless otherwise announced. The Registrar's examination dates are published in the *BSU Spring 2009 Schedule of Classes*.

### **B. Term Paper**

#### **TERM PAPER (20% of final grade)**

1. A research Term Paper on a geographically significant project on Africa is required as part of the course fulfillment.

This paper should be no more than ten pages, including footnotes. Footnote style must be consistent. The topic for the paper is to be selected by Friday, February 6, 2009, and approved by the Instructor of the course. Materials for writing the paper are to be kept in a folder. This folder with the materials that are used in the paper is to be turned in with the term paper on Friday, May 1, 2009. **Late papers are not accepted.**

2. Select a country on which to write the Term Paper.
3. Suggested topics with an emphasis on globalization:
  - a. Domestic or Foreign Policy
  - b. Economic Development
  - c. government
  - d. Social Changes
  - e. Women's Movements
  - f. Education
  - g. Rural or Urban Development
  - h. Internal Migration
  - i. Agricultural Development
  - j. Public Health

A topic which differs from one on the suggested list, must be cleared with the Instructor at the same time as those topics selected from the suggested list.

Typical Characteristics of a C Paper:

Report fulfills basic requirements of a University- level essay.

While the subject is acceptable, it may not be sufficiently focused, significant, or interesting.

While the organization is acceptable, some parts are slightly awkward. Still the report does not have a clear thesis.

Each topical paragraph has a controlling idea and some support, though the support is sometimes vague or weak.

There are few errors in sentence structure.

Sentence may not be varied sufficiently in length or structure.

While word choice is generally correct, the range of words is limited, so the diction is sometimes imprecise and monotonous.

If sources are used, they are documented, though there may be some errors in documentation.

Though the paper contains few major errors, there are mistakes in spelling, grammar and punctuation.

Characteristics of a D Paper:

Paper has significant weakness in writing and organization.

While the paper can be said to have a thesis, the thesis lacks focus, is too broad, and does not create interest.

Because the thesis is generally too broad, the paper does not supply sufficient support for the assertions that it contains.

While the presence of a thesis has allowed a recognizable organizational pattern, the pattern is not always followed. Transitions are weak or non-existent.

Topical paragraphs frequently lack clearly topic sentences. Paragraphs are not sufficiently developed.

Errors in sentences structure are frequent and serious enough to distract or mislead the reader.

The writer has made little effort to adapt the essay to a specific audience. The level of language may vary greatly.

If sources were used, they are documented, though there may be some errors in documentation.

Dictation may be inappropriate. The author may have used some words with incorrect denotations and connotative errors may be common.

The essay may contain frequent grammatical or spelling errors.

Characteristics of a F Paper:

Paper fails to fulfill one or more of the basic requirements and is unacceptable as University-level work.

The report does not fulfill the assignments.

The subject of the paper lacks focus, significance, interest and manageability.

The paper lacks a clear statement of thesis.

The paper lacks organization.

Assertions are not supported.

Frequency of spelling and/or mechanical errors can make the essay difficult to understand.

The report is plagiarized. It is someone else's work or sources are not given appropriate credit.

The paper contains major sentence errors.

The author has not recognized that her/his writing is intended for an audience. The paper does not appeal to a reader who is unacquainted with the author.

**CLASS PARTICIPATION:**

A. Students are required to prepare all assignments that are given in this course.

B. Students are required to participate in class discussions and other class activities.

C. Students are required to turn in all assignments on time.

**X. GRADING/EVALUATION PROCEDURES:**

Examinations will account for **80 percent** of the final grade. Examination dates are provided in this syllabus; hence, make-up examinations are not administered in this course.

A. The Term Paper has a value of 20 percent of the final grade.

B. Bonus points are earned for written, one-page, single space reports on some of the videos that are used to complement the text.

**C. Grading Procedures:**

Final grades are computed as follows:

1. Examinations	= 80% of final grade
2. Book Report	= 20% of final grade
Total	= 100%

**D. Grade Distribution:**

A = 90% - 100%	C = 70% - 79%
B = 80% - 89%	D = 60% - 69%
F = 59% or less.	

## **X1. OUTLINE OF COURSE CONTENT:**

### INSTRUCTION SCHEDULE:

A. Assignment: January 26-February 16, 2008.

Text: Grove. Chapters: 1, 2 and 3.

Examination #1: Monday February 16, 2009.

B. Assignment: February 16-March 13, 2009.

Text: Grove. Chapters: 4, 5 and 6.

Examination #2: Friday, March 13, 2009.

C. Assignment: March 13-April 13, 2009.

**SPRING BREAK: MARCH 16-20, 2009.**

Text: Grove. Chapters: 7, 8, 9 and 10.

Examination #3: Monday April 13, 2009

Assignment: April 13 - May 12, 2009.

Text: Grove . Chapters: 11, 12 and 13.

Final examination will be on chapters 11, 12 and 13.

### GRADING

A. Final grades are computed as follows:

1. Examinations = 80 % of final grade

2. Term Paper = 20 % of final grade

B. grade Distribution

A = 90% - 100% C = 70% - 79%

B = 80% - 89% D = 60% - 69%

F = 59% -

## **X11. REFERENCES:**

### Bibliographies

Blackhurst, H. (ed.) in association with the International African Institute, *Africa Bibliography*. Manchester University Press. Appears annually.

Hall, D. (compiler and editor) *Quarterly International African Bibliography* (listing articles and monographs) Center for African Studies, SOAS, London University.

Huntington, Samuel P. "The Class of Civilizations," *Foreign Affairs* 72, No. 3 (Summer 1993): 22-49.

Jackson, Richard H. and Lloyd E. Hudman. 1990. *Cultural Geography: peoples, Places and Environment*. New York: West Publishing Company.

Lemon, Anthony, (ed.) 1995. *The Geography of Change in south Africa*. Chichester, England.

Scholfield, Clive H., (ed.) 1994. *Global Boundaries*. World Boundaries Series. Vol. 1. London: Routledge.

Short, John R. 1993. *An Introduction to Political Geography*. 2nd. ed. New York: Routledge.

Simons, M. "Winds Toss Africa's Soil, Feeding Lands Far Away," *The New York Times*, 29 October 1992. Dust plumes from Africa across the Atlantic Ocean and fertilize parts of North and South America.

### Atlases

Freeman-Grenville, G.S.P. 1991. *The New atlas of Africa*. London: MacMillan.

Hammond. 1999. *Student Atlas of the World*. Maplewood, N.J. Hammond, Inc.

### General

Acsadi, Gyorgy, et. al., (eds.) 1990. *Population Growth and Reproduction in Sub-Saharan Africa*, Washington, DC: World Bank.

Aryeetey-Attoh, Samuel, (ed.) *Geography of Sub-Saharan Africa*. Englewood Cliffs, NJ: Prentice Hall.

Caldwell, John, and Patricia Caldwell. 1987. "The Cultural Context of High Fertility in Sub-Saharan Africa." *Population and Development Review*. 13.

Coquery-Vidrovitch, Catherine. "The Process of Urbanization in Africa: From the Origins to the Beginning of Independence." *African Studies Review* 34.

Davidson, Basil. 1984. *Africa in History*. London: Paladin.

UNESCO. General History of Africa. (in several volumes) Berkeley: University of California Press.

#### Ecology

James, V. U. 1991. *Africa's Ecology and Economic Problems*. New York: Bergin And Garvey.

UNESCO. 1990. *Ecological Monitoring: The Senegal Model*.

UNESCO. 1990. *Lakes and Grasses: Borgou in the Inner Delta of the Niger River*. One United Plaza, New York. N.Y.

#### Ethnicity

Ismagilova, R. N. 1978. *Ethnic Problems of Tropical Africa: Can They Be Solved?* Moscow: Progress Publishers

Robertson, C. and Berger, I. (eds.) 1986. *Women and Class in Africa*. London: Africana.

#### Traditional Activities

Bates, R. H. and Hinrichs, R. 1983. *Essays on the Political Economies of Rural Africa*. London: Cambridge University Press.

Stone, J. C. 1991. *Pastoral Economies in Africa and Long-Term Response to Drought*. Aberdeen: Aberdeen University African Studies Group.

#### Africa Before the Colonial Period

Curtin, Philip. et. al. 1995. *African History: From Earliest Times to Independence*, 2nd. ed. London: Longman.

Connah, G. 1987. *African Civilizations*. London: Cambridge University Press.

Vansina, J. 1981. *African History*. London: Longman.

\_\_\_\_\_. *Oral Tradition as History*. London: Longman.

#### Colonial Era and the Coming of Independence

Boahen. A. A. (ed.) *Africa Under Colonial Domination*. Vol.7. UNESCO History of Africa. London: James Curry (54 B Thornhill Square, Islington, London N1 1 BE).

Boateng, E. A.A. 1986. *A Political Geography of Africa*. London: Cambridge University Press.

Chabal, P. 1986. *Political Domination in Africa: Reflections on the Limitations of Power*. London: Cambridge University Press.

Rodney, Walter. 1982. *How Europe Underdeveloped Africa*. Washington, DC: Howard University Press.

Doenges, C., and Stephen Newman. "Impaired Fertility in Tropical Africa." In *The Geographical Review* 99-111.

#### Population, Migration, and Urbanization

Inikori, J. E. 1982. Lindsey, B. (ed,) *African Migration and National Development*. College View, PA: Pennsylvania University Press.

Masser, T. Gould, W. T. S. 1975. *Inter-Regional Migration in Tropical Africa*. Institute of British Geographers Special Publication No. 8.

O'Connor, A. 1983. *The African City*. London: Heinemann. Crisis in Africa

Frazer Taylor, D. R. And Mackenzie, F. (eds.) *Development From Within: Survival in Rural Africa*. London: Routledge.

Illiffe, J. 1990. *Famine in Zimbabwe: 1890-1960*. Gweru: Mambo Press.

Lawrence, P. (ed.) *World Recession and the Food Crisis in Africa*. London: James Curry.

#### Journals

##### **Suggested journals to be consulted**

*American Journal of Political Science*

*American Political Science Review*

*Annals of the Association of American Geographers*

*Foreign Affairs*

*Foreign Policy*

*international Affairs*

*international Journal*

*Political Geography*

#### On Line

Maps: International Map Trade Association members are companies that create and sell maps. <http://www.maptrade.org/>

Global Time Series: <http://sideshow.jpl.nasa.gov/mbh/series.html>

Tropical Weather: Tropical Prediction Center is located in Miami, Florida, USA. It monitors weather in the Atlantic and Pacific Oceans. <http://www.nhc.noaa.gov/>

Conservation. <http://www.tnc.org/>

Greenpeace International. <http://www.greenpeace.org/>

Population: The Australian National University:

<http://combs.anu.edu.au/resfacilities/DemographyPage.html>

Language: <http://polyglot.Lss.wisc.edu/lss/lang/langlink.html>  
Religion: <http://www.tradenet.it:80/links/arsocu/religion.html>  
Ethnicity: <http://www.ruu.nl/ercomer/wwwvl/index.html>  
Gender: [http://www.feminist.org/gateway/gl\\_exec.html](http://www.feminist.org/gateway/gl_exec.html)  
<http://www.ibd.nrc.ca/~mansfield/feminism/>  
World Resources: <http://www.wri.org>  
World bank: <http://www.worldbank.org>  
Politics: UN headquarters: <http://www.un.org>

**IMPORTANT INFORMATION (University closing, policies, etc.):**

1. Inclement Weather:
  - a) During inclement weather, tune in to a local radio station or television station for University announcements. Local Media will announce whether the university will open late or if it will be closed, depending on the degree of weather severity. Many of these sources will begin announcing late openings and closings by 6:00 a.m.
  - b) Consult university publications for additional information.
  
2. Students who have a disability and think that they may need special accommodations should report to the Office of Disability Support Services, Room 316 Center for Learning and Technology Building (CLT), or call Mr. Hughes at extension 3292.

COVER PAGE:

This format is required as a cover page for submitting homework assignments for this course.

Title of Term Paper

(Study Blames Air Pollution for Thousands of Deaths)

By

(Name of Student)

Marty Jones

This Term Paper is submitted in partial fulfillment of Geography: section and number of section.

Instructor's Name  
(Dr. John King: Instructor)

..

(Due date for assignment)  
January 10, 1980  
Bowie State University

**Final Examination Schedule for Spring 2009**

8:00 a.m.	Wednesday (W)	May 13, 2009	10:00 a.m. - 11:00 a.m.
9:00 a.m.	Friday (F)	May 15, 2009	10:00 a.m. - 11:00 a.m.
10:00 a.m.	Monday (M)	May 18, 2009	10:00 a.m. - 11:00 a.m.
11:00 a.m.	Wednesday (W)	May 13, 2009	10:00 a.m. - 11:00 a.m.
12:00 p.m.	Friday (F)	May 15, 2009	1:00 p.m. - 2:50 p.m.
1:00 p.m.	Monday (M)	May 18, 2009	1:00 p.m. - 2:50 p.m.
2:00 p.m.	Wednesday (W)	May 13, 2009	1:00 p.m. - 2:50 p.m.
3:00 p.m.	Friday (F)	May 15, 2009	3:00 p.m. - 4:00 p.m.
4:00 p.m.	Monday (M)	May 18, 2009	3:00 p.m. - 4:00 p.m.
8:00 a.m.	Thursday (R)	May 14, 2009	10:00 a.m. - 11:50 a.m.
9:30 a.m.	Tuesday (T)	May 19, 2009	10:00 a.m. - 11:50 a.m.
11:00 a.m.	Thursday (R)	May 14, 2009	1:00 p.m. - 2:50 p.m.
12:30 p.m.	Tuesday (T)	May 19, 2009	1:00 p.m. - 2:50 p.m.
2:00 p.m.	Thursday (R)	May 14, 2009	3:00 p.m. - 4:50 p.m.
3:30 p.m.	Tuesday (T)	May 19, 2009	3:00 p.m. - 4:50 p.m.
BIOL	Monday (M)	May 18, 2009	8:00 a.m. - 9:00 a.m.
ENGL	Tuesday (T)	May 19, 2009	8:00 a.m. - 9:00 a.m.
MATH	Wednesday (W)	May 13, 2009	8:00 a.m. - 9:00 a.m.
COSC	Thursday (R)	May 14, 2009	8:00 a.m. - 9:00 a.m.
COMM	Friday (F)	May 15, 2009	8:00 a.m. - 9:00 a.m.

