

FYP 187R: Representations of Africa: Myth and Reality

Sprague College

Fall 2009

Tuesdays/Thursdays 10:10-11:40am Valentine 103
Wednesdays 8:00-9:30am Richardson 301 & 304

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Course Description:

Popular portrayals of Africa and the people who live there are often clouded by myths and stereotypes. Images of untouched landscapes filled with wild animals and depictions of widespread "tribalism" dominate many everyday conversations about the continent. But how have these contemporary descriptions been historically produced? And who is responsible for their production? This course will require students to consider the representation of Africa and Africans in a range of cultural texts from feature films, television documentaries and artworks to novels, travel writing and newspapers. By reading the work of scholars across the disciplines, students will be introduced to different perspectives on the ways African societies have been represented in popular discourse and how these perspectives have changed over time. Students will gain not only an understanding of the changing historical image of Africa from beyond the continent's borders, but also pay particular attention to the important role Africans themselves have played in shaping and combating these notions.

Note: Your FYP is a 1.5 credit course - so plan your time accordingly!

Course Texts: The following books are available for purchase at the college bookstore. All other readings will be available to download and print from the class Angel site or Full text database.

Diane Hacker. *A Pocket Style Manual. 5th Edition.* Boston: St. Martin's Press, 2008.

John Parker and Richard Rathbone. *African History: A Very Short Introduction.* New York: Oxford University Press, 2007.

John Thornton. *The Kongolese Saint Anthony: Dona Beatriz Kimpa Vita and the Antonian Movement, 1684-1706.* Cambridge: Cambridge University Press, 1998.

Wole Soyinka. *Ake: the Years of Childhood.* New York: Random House, 1989.

Ngugi wa Thiong'o. *A Grain of Wheat.* Harlow: Heinemann, 1968.

Adam Ashforth. *Madumo: A Man Bewitched.* Chicago: University of Chicago Press, 2000.

Evaluation: (The total course grade will be out of 1000 points. See below for the breakdown)

Assignment	Percentage Weight
Course Engagement	10% (100 points)
Map Quiz	5% (50 points)
Reading Quizzes (2)	10% (50 points)
Skills Assignments (6)	30% (300 points)
Papers (2)	25% (250 points)
Mini-Exams (2)	10% (100 points)
Portfolio	10% (100 points)
Total	100% (1000 points)

Grading Scale used for all course work:

	<u>Assignment Grade</u>	<u>Final Average</u>
4.00 =	94-100	940-1000
3.75 =	91-93	910-930
3.50 =	88-90	880-900
3.25 =	85-87	850-870
3.00 =	82-84	820-840
2.75 =	79-81	790-810
2.50 =	76-78	760-780
2.25 =	72-75	720-750
2.00 =	69-71	690-710
1.75 =	66-68	660-680
1.50 =	63-65	630-650
1.25 =	60-62	600-620
0.00 =	0-59	000-590

Description of assignments

Course Engagement (10%): Participation and active engagement in class discussions are essential components of this class. Not only do we expect students to do all the reading and to attend class regularly but also to ask questions and participate in discussion. **If you plan to sit quietly in class all semester and not speak in front of the group you will do poorly!!!** Part of your participation grade will be derived from a series of short assignments used to generate class discussion. (See further guidelines for course engagement grades on the Angel site which we will go over in class).

Map Quiz: (5%): A basic knowledge of African geography is essential for students to be able to gain the most out of this course. Plus you will wow your parents and friends by being able to name the source of the Nile or specifically where the infamous "Timbuktu" is. The quiz will consist of 25 questions, to be numbered on a blank map. Students should refer to the back of the syllabus for the potential items to be on the quiz.

Reading Quizzes (10%): Basic content quizzes on the two historical novels in this course will be given on the day the novel is due. The quizzes will consist of a series of short answer questions about the plot and characters of the book. If you read the novel carefully you should do well on these quizzes.

Skills Assignments (30%): FYP courses are specifically designed to develop your academic skills. Throughout the semester, there will be a series of six short assignments that will enhance your skills in oral, written and visual communication and the analysis of texts and images. Specific assignments will be discussed in class.

Papers: (10% + 15% = 25%): For two of the books we read in this course you will be asked to write a 4-6 page analytical paper. For each paper, you will write a first draft that will be used as the basis for a class debate and will be peer reviewed before you hand in a revised draft for your final grade. You will be given the topic and question for the paper before we read each book. For the second paper, worth 15% of your overall grade, you will also be asked to connect your argument to a wider issue in contemporary Africa and present your findings to the class through an oral presentation. Your papers are expected to have a clear introduction with a defined thesis, followed by a well structured body and conclusion. The clarity of your argument and your success in critically engaging the text are essential components to these assignments. We will discuss some basic writing tips for these papers prior to the assignment. In terms of grading the following scale will be used in evaluating papers:

20%- Overall style and creativity of the work

40%- Structure and Argument

40%- Reading of Sources, use of evidence and proper citations.

Exams (20%): The two short exams will consist of short answer/identification questions and/or essay. The format for the exams will be discussed in advance during class time. Make-up exams will only be given in extreme cases and note that **only documented excuses** will be accepted for missing a scheduled exam time. If you need special accommodations, please see the instructor in advance.

Portfolio (10%): During the final exam week, you will put together a portfolio of all assignments that you completed for this course. In addition to organizing all of these materials, you will need

to write an introduction to the work in the portfolio, which reflects on your development as a college writer and communicator, and evaluates your strengths and challenges as a scholar.

Learning resources:

The WORD Studio: The WORD Studio in ODY Library is a place to get feedback on assignments in writing, oral communication, research and the design of visual projects. You can get assistance for planning a paper or presentation, find ways to improve the ideas, organization, and style of a draft, to videotape and review an oral presentation or PowerPoint talk. Peer tutors are trained to have a conversation with you about ways to improve your work and become a better overall communicator. You can find more details, and some very useful handouts, at their website: <http://www.stlawu.edu/wordstudio/>.

The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

You may use the WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out Lindsay, your peer mentor.

Writing Mentor: Lyndsay LaBarge is our FYP Sprague College mentor. As a mentor, she is trained to assist you in writing, oral communication, and research. Lyndsay can help you brainstorm about ideas for an assignment, rehearse a presentation, narrow your thesis for a paper, strengthen your argument and organization in an essay, or work on stylistic and grammatical problems. Her job is *to help you learn how to do these things yourself*. She is a tutor, not your personal editor. You are free to consult with Lyndsay during her office hours and at her convenience. You must schedule tutorials with Lyndsay in advance: she should not be expected to accommodate last-minute requests before an assignment is due. Your advisor may decide that you would need assistance from Lyndsay and we will ask you to schedule a conference with her. It is your responsibility to make the appointment with Lyndsay and to appear at the time you have reserved. Missing a scheduled appointment with your mentor is the equivalent of missing a class.

Office of Academic Services for Students with Special Needs: We are aware that some students will have different learning needs. John Meagher, the Director of Academic Services for Students with Special Needs, serves as a facilitator and advocate for students with disabilities, be they learning, attentional, physical or psychological. If you believe you will require accommodation, we strongly encourage you to work with his office. You should meet with us to discuss your needs in the first weeks of class. If you need special accommodations for exams or quizzes you must arrange this with one of the instructors in advance.

Course Policies:

Participation and attendance: Due to the important nature of student participation in this class, students are expected to have assigned readings done before the scheduled class period so that they will gain the most out of class discussions. Also, students will be expected to attend all class sessions and will be penalized for excessive un-excused absences. Make-up quizzes will not be given without a legitimate, documented, excuse.

Late assignments: Students will be required to turn in all course assignments on or before the specified due date. Failing to do so will result in a **ten** point penalty on the assignment grade for every day late up to 3 days. **After 3 days the assignment will not be accepted.**

Office hours: Each of us will hold weekly office hours to meet with students. As well as general advising issues this time is used to discuss in detail material in the course, assignments, and issues regarding course content, learning and instruction.

Email: Email is not to be used as an alternative to office hours. Email is to be used to ask specific short questions regarding assignments, reading, notification of class absences or other pieces of information that do not require a formal meeting during office hours. (Note we will only respond to email requests during normal business hours).

Written Work: All written work is expected to be double-spaced and typed, using 12 font and one inch margins. Students are reminded to carefully proof-read their work, as mere computer spell checking cannot detect all grammatical and structural errors. Also, all sources consulted are expected to be properly cited.

A note on classroom etiquette (Please refrain from the following in this course)

- 1. Coming to class habitually late (this will affect your grade)**
- 2. Having your cell phone go off in class or using it for text messaging.**
- 3. Using your laptop for anything other than taking notes.**

Course Schedule:

8/24- Course introduction and review of course materials

8/25- Orientation Continued

8/26- Representing your SLU experience: Ethnography and Perspective

- Read the course syllabus and review the Angel site
- Angel—TBA

8/27- Intro to Africa: Myth and Reality

- *African History A Very Short Intro*- 1-16
- Angel- “Changing our Minds about Africa”

9/1- Intro to Africa II: Environment and Geography (**Skill assignment I due**)

- *African History A Very Short Intro*- 25-47
- Angel- “The Contemporary Map of Africa”

9/2- Note Taking, Study Skills, and Campus Resources

- Guest Lecture, Matt McCluskey (Academic Support Coordinator)

9/3- Contemporary Representations of Africa I: Cultural Tourism

- Edward M. Bruner “The Maasai and the Lion King: Authenticity, Nationalism, and Globalization in African Tourism” *American Ethnologist*, Vol. 28, No. 4 (Nov., 2001), pp. 881-908 (**JSTOR**)

9/8- Contemporary Representations of Africa II: Historical Memory

- Walter E. A. van Beek “African Tourist Encounters: Effects of Tourism on Two West African Societies” *Africa: Journal of the International African Institute*, Vol. 73, No. 2. (2003), pp. 251-289. **JSTOR**

9/9- Marketing Africa: Tourist Advertisements and Digital Representations (**Map Quiz**)

- Guest Lecture from IT (how to create a digital presentation)

9/10- Sources of the African Past

- African History A Very Short Intro- 48-69

9/15- Slave Trade Intro

- African History A Very Short Intro- 70-91

9/16- Student Group Presentations: Tourist Ads and Perspective (**Skill assignment II due**)

- Students will produce their own digital advertisement for cultural tourism and present them to the class

9/17- Thornton I

- *Kongolese St. Anthony* 1-82

9/22- Thornton II

- *Kongolese St. Anthony* 83-155

9/23- Thornton III- Debate and first draft papers due (**In class peer review of Paper I**)

- *Kongolese St. Anthony* 156-215

9/24- FYP Program Wide Meeting

9/29- **Individuals meetings for Paper I**

9/30- Film and Discussion

- Class meets with AFS 147 8-10pm

10/1- Introduction to Colonial Africa (**Final drafts due for Paper I**)

- African History A Very Short Intro 91-114

10/6- African Perspectives on Colonialism: Discussion of Ake (**Reading Quiz I**)

- *Ake* (in its entirety)

10/7- Study Techniques: Review for Mini-Exam I

10/8- Representing Gender and Sexuality in Colonial Africa

- Judith van Allen "Sitting on a Man": Colonialism and the Lost Political Institutions of Igbo Women.” *Canadian Journal of African Studies / Revue Canadienne des Études Africaines*, Vol. 6, No. 2, Special Issue: The Roles of African Women: Past, Present and Future (1972), pp. 165-181 (**JSTOR**)

10/13- Film and Discussion (**Skill Assignment III due**)

10/14- **Mini-Exam I**

10/15- Mid semester Break (Begin Reading *A Grain of Wheat*)

10/20- Creation of Tradition in Colonial Africa

- Bruce Berman “Ethnography as Politics, Politics as Ethnography: Kenyatta, Malinowski, and the Making of Facing Mount Kenya” *Canadian Journal of African Studies / Revue Canadienne des Études Africaines*, Vol. 30, No. 3 (1996), pp. 313-344 (**JSTOR**)
- Angel- “Facing Mount Kenya”

10/21- Working with Primary Sources

- Angel- “Luo Customs and Traditions”

10/22- Introduction to Resistance and Nationalism

- *African History A Very Short Intro* 114-135

10/27- Film and Discussion: (**Skill Assignment IV Due**)

10/28- Representing Nationalism in Southern Rhodesia

- **Student debate: Terrorists or Revolutionaries.**

10/29- *Grain of Wheat* (**Reading Quiz II**)

- *Grain of Wheat* (in its entirety)

11/3- Issues in Independent Africa I

- *African History A Very Short Intro* 135-151

11/4- Film Viewing *Udju Azul Di Yonta*

- Class meets with AFS 147 8-10pm

11/5- Discussion: *Udju* and Postcolonial African Cinema

- Angel- “Postcolonial African Cinema”

11/10- Postcolonial Representation: Art and Popular Culture (**Skill Assignment V due**)

- Angel- “Popular Culture in Africa”

11/11- Advising 101: Thinking about Spring and Beyond!!!

11/12- Individual Meetings for Advisement (**Skill Assignment VI due**)

- Students will be required to bring a completed 4 year plan.

11/17- Intro to South Africa

- Angel- “South Africa”
- Madumo- 1-11

11/18- Library Day----Research Preparation for Paper II

11/19- **Mini Exam II**

11/21-11/29- Thanksgiving Break (**Take Madumo home with you**)

12/1- Ethnography and Urban Life in Contemporary South Africa I

- Madumo-12-156

12/2- Oral Presentation Skills

12/3- Ethnography and Urban Life in Contemporary South Africa I (**First Drafts of Paper II due**)

- **(Peer review of Papers)**
- Madumo- 157-255

12/8- Individual Paper Presentations

12/9- Individual Paper Presentations

12/10- Individual Paper Presentations

Final Draft of Paper and Portfolios due by 12/15 @4pm in your adviser's office.

First-Year Program Philosophy and Goals 2009-10

A residentially-based, interdisciplinary first-year program is an ideal environment for beginning the four-year process of developing the complex intellectual and social skills that are at the heart of a liberal education and the habits of considered values and engaged citizenship that such an education should produce. The First-Year Program (FYP) and First-Year Seminar (FYS) are the core of our institutional commitment to improving your ability to engage in critical inquiry and research, to design and deliver written, spoken and/or visual texts that demonstrate rhetorical sensitivity, and to be sophisticated readers, listeners, and viewers of the texts of others. We believe that these same competencies can help develop your ability to communicate across differences (e.g., race, gender, sexual orientation, class, ethnicity, political views) as you find ways to live and learn together in the residence halls and as engaged and ethically reflective citizens both during and after your college years. These goals should be understood as the first step in our work with you over a four-year process of helping you to meet the University's Aims and Objectives.

We hope to help you see that writing, speaking, research, and interacting with others are rhetorical endeavors. Effective communicators are, by definition, rhetorically sensitive. Rhetorical sensitivity means understanding that all communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, or visual. To become an effective communicator, you need to recognize that the creation of a meaningful and powerful message involves both a creator and an audience, and that therefore the voice you adopt in your communication, and the audience you imagine yourself communicating to, matter a great deal in creating your message. The choices you make in writing and speaking are central in determining how people read and hear your voice. Becoming conscious and reflective about those choices, and their ethical dimensions, is a central goal of the FYP and FYS.

Working with you so that you become more rhetorically sensitive means that you should be increasingly able to assess the requirements of a particular task and make intentional decisions about which mode or modes of communication and inquiry would be most effective in addressing it. To do so, you must develop specific writing, speaking, research, and technological competencies. To accomplish these goals, the FYP and FYS will present you with assignments that ask you to engage in a process that involves **recognizing** the rhetorical situation, **planning** communication strategies to address the task at hand, **composing and presenting** the message, and then engaging in **critical assessment** of your own work and that of others. The results of that assessment process will allow you to rethink, restructure, and revise your work. We further recognize that this process is not linear and that the effective creation of texts requires that you move back and forth among these four elements of the message creation process. This is why we require that your writing and speaking assignments be "projects" that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in constructing your message.

This process of increased rhetorical awareness and skill development is at the heart of the philosophical and pedagogical perspectives that inform the work of the FYP and FYS. Because this process both transcends and integrates a variety of specific skills, the program has a philosophical commitment to designing assignments that ask you to integrate various modes of communication in furtherance of the higher-level rhetorical goals in which they are situated.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that forward the writing, speaking, research, and literacy goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

From the Academic Honor Cards

The Academic Honor Code cited below was designed by students and approved by the elected student government, the Thelomathesian Society, on February 26, 1992.

All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged.

Academic Dishonesty, according to the *Student Handbook*: includes any dishonest conduct in connection with any academic (including research) course, program, or work.

1. It is assumed that all work submitted for credit is done by the student unless the instructor gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using, or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is **not** original, where originality is required.
4. Falsifying research methods, data, and/or results constitutes academic dishonesty.

The following constitute examples of academic dishonesty:

- a) *Plagiarism*: Presenting as one's own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation — without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).
- b) Handing in false data, reports or results in connection with any research project or experiment.
 - c) Handing in a book report on a book one has not read.
 - d) Falsification of attendance records of a laboratory or other class meeting.
 - e) Supplying information to another student knowing that such information will be used in a dishonest way.
 - f) Submission of work (papers, journal abstracts, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor of the second course.

g) The above list is not exhaustive. In the event there is a question as to whether alleged conduct falls within the scope of the Academic Honor Code, the vice president and dean of academic affairs' determination shall be final.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged." (*St. Lawrence University 2008–2009 Student Handbook*, pp. 148–153.)

All intentional and unintentional acts of academic dishonesty may result in disciplinary action. Recommendations of disciplinary action may include a failing grade on the work in question, a failing grade in the course, disciplinary probation, suspension from the University, or expulsion from the University.

More information on academic integrity, including the Academic Honor Council's Constitution, can be found at: http://www.stlawu.edu/acadaffairs/academic_honor_policy.pdf. For information about academic integrity or the Academic Honor Council issues, contact the Dean's Office at x5993.

Map Quiz Guide

The Map quiz will be held on at the beginning of class on **September 9th**. You will be asked to place 25 items on a blank map.

You are required to know all the current country names plus the following list.

Rivers

Senegal

Niger

Zambezi

Congo

White Nile

Blue Nile

Lakes

Victoria

Tanganyika

Chad

Malawi

Turkana

Other Geographical Features

Mount Kilimanjaro

Drakensberg Mountains

Zanzibar

Sahel

Great Rift Valley

Transvaal

Mount Kenya

Cape Verde Islands

Cape of Good Hope

Horn of Africa

Kalahari Desert

Lamu

Sao Tome

Principe

Place Names: Cities and Towns

Cairo

Khartoum

Harare

Cape Town

Dakar

Addis Ababa

Kampala

Lusaka

Luanda

Bamako

Nairobi

Bissau

Accra

Kinshasa

Monrovia

Maputo

Dar es Salaam

Lagos

Johannesburg

Abuja

Colony Names

Northern Rhodesia	Southern Rhodesia
Tanganyika	Nyasaland
Southwest Africa	Gold Coast

African Peoples

Yoruba	Hausa	Fulani	Zulu	Xhosa
Swahili	Asante	Kongo	Dinka	Tutsi
Kikuyu	Luo	Maasai	Somali	Shona

The above items can be found in the maps in the *African History A Very Short Introduction* text. Any good world atlas, which you can find in the University library, will have the main geographical features. For a web resource see the University of Texas map collection at <http://www.lib.utexas.edu/maps/africa.html>

