

LSC Use Only Proposal No:

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 UWUCC Use Only Proposal No: *12975*

UWUCC Action-Date: *App-10/15/13*

Senate Action Date: *App-11/5/13*

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

| | |
|---|--|
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| Proposing Department/Unit Geography and Regional Planning | Phone 724 357-2250 |

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: GEOG 255 Geography of Africa

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)
 Pan-African

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

| 5. Approvals | Signature | Date |
|--|----------------------|-----------------|
| Department Curriculum Committee Chair(s) | <i>Gail Sechrist</i> | <i>2/22/13</i> |
| Department Chairperson(s) | <i>Am... ..</i> | <i>2/22/13</i> |
| College Curriculum Committee Chair | <i>Phyllis...</i> | <i>2/27/13</i> |
| College Dean | <i>Tom...</i> | <i>2/27/13</i> |
| Director of Liberal Studies (as needed) | <i>Dr. H. P...</i> | <i>10/1/13</i> |
| Director of Honors College (as needed) | | |
| Provost (as needed) | | |
| Additional signature (with title) as appropriate | | |
| UWUCC Co-Chairs | <i>Gail Sechrist</i> | <i>10/15/13</i> |

Received
 OCT 1 2013
 Liberal Studies

Received
 FEB 28 2013
 Liberal Studies

GEOG 255 Geography of Africa
Syllabus of Record
02/19/2013

1. Catalog Description

GEOG 255 Geography of Africa

3 class hours

0 lab hours

3 credits

Prerequisite: None

(3c-01-3cr)

Provides a critical geographic analysis and understanding of Africa, and the continent's level of development against the background of traditional misconceptions about the region. Offers a survey of the human geography and physical resources of contemporary Africa in a historical and global context. Covers a broad range of topics, including: Africa in historical perspective; physical geography; human-environment interactions; population dynamics; culture and change; economic and agricultural development; urbanization and migration; and political geography.

II. Course Outcomes:

By the end of the semester the students will be able to:

Objective 1: Analyze the varied physical and human geography of the African Continent.

Expected Liberal Studies Learning Outcomes 1, 2 and 3

Informed, Empowered and Responsible Learners

Rationale

The course will expand students' awareness and understanding of Africa. It will convey to the student the complexity involved in looking at and making judgments about human and physical problems to which there exists no unique or "right" solution. The thoughtful student must work hard to go beyond the superficial media interpretations of the vast African continent and appreciate its many realities without succumbing to a romanticized view. Assignments will assess the students' basic understanding and assessment of these issues.

Objective 2: Examine the tropical disease ecology (malaria, sleeping sickness, schistosomiasis, etc.) and HIV/AIDS on its impact on human development

Expected Liberal Studies Learning Outcomes 1, 2 and 3

Informed, Empowered and Responsible Learners

Rationale

Exams and assignments will require students to identify and explain how tropical diseases and HIV/AIDS compound development challenges affecting African countries against a

backdrop of global indifference to provide adequate resources to address tropical diseases.

Objective 3: Critically examine Africa's development problems and prospects in a historical and global context.

Expected Liberal Studies Learning Outcomes 1, 2 and 3

Informed, Empowered and Responsible Learners

Rationale

Africa is endowed with natural resources and consequently, its development is significantly tied to the global economy. Given that Africa continues to lag behind other regions of the world in terms of development, there is the need to understand the root cause of the persistent stagnation as a basis for re-orienting popular perceptions and attitudes towards the region. Such a posture is basic to any meaningful attempt at fashioning suitable development policies and programs to enhance the region's contributions to the global economy. Assignments and exams will require students to demonstrate knowledge and problem solving skills of these issues as well as attendant policy solutions.

Objective 4: Examine contemporary issues facing the African region.

Expected Liberal Studies Learning Outcomes 1, 2 and 3

Informed, Empowered and Responsible Learners

Rationale

The assignment constitutes an adequately documented research project of the selected issue or book report write up summarizing key issues and findings as well as the student's own reflections. Specifically, the book report comprises an introduction about the author; a synopsis (summary of key issues raised); a critical analysis/assessment of the merits and shortcomings of the book; and a personal reflection about issues raised or judgment of the book.

III. Course Outline

Introduction (3 hours)

- General orientation and discussion of course objectives
- Myths about Africa
- The story of Africa: an overview
- Quiz: Countries of Africa

The Physical Environment and Ecological Change (6 hours)

- The making of a continent: plate tectonics and geomorphology
- Principal physical features
- Climate
- Vegetation

- Soil characteristics
- 1) Human-environment Interaction
 - Hunters and gatherers/pastoralists
 - Subsistence farming
 - Desertification and deforestation
- 2) Geography of Health and Diseases
 - Endemic Diseases
 - Health Care System
 - HIV/AIDS
 - Indigenous Health Care

Evaluation: Exam 1 (1 hour)

Historical Geography and Post-Colonial Africa (8 hours)

- Pre-colonial Africa
- The Africa slave trade
- The colonial era
- The decolonization process
- Political geography, Tribalism, Governance, and Conflict

The Social and Cultural “Map” of Africa (6 hours)

- What is culture?
- Languages
- Forms of social organization
- Religious diversity and belief systems
- Controversial traditional practices: female circumcision/female genital cutting

Evaluation: Exam 2 (1 hour)

Population Geography and Urbanization (7 hours)

- Understanding Population Growth
- Distribution and Densities
- Urbanization
- Entropies and squatter settlements
- Urban policy responses
- Migration

Agriculture and Food Production (4 hours)

- Indigenous agricultural systems
- Commercial agriculture: impact of cash crops
- Food aid and debt
- Africa’s green revolution

African Development and Natural Resources (3 hours)

- Energy and mineral exploitation

- Manufacturing and industrialization

Africa’s Development Crisis, Trends and Prospects (3 hours)

- Economies of Africa
- Debt indebtedness and forgiveness
- Political reform/democratization
- Direct Foreign Investment and an emerging China

Evaluation: Exam 3 – Final (2 hours)

IV. Evaluation Methods

Evaluation and assessment will be determined as follows:

| | |
|------------------------------|-----|
| Countries of Africa (quiz) | 10% |
| Book report/Research project | 15% |
| Exam 1 | 25% |
| Exam 2 | 25% |
| Exam 3 (Final) | 25% |

| | |
|-------|------|
| Total | 100% |
|-------|------|

V. Example Grading Scale

A: 90% or above B: 80-89% C: 70-79% D: 60-69% F: less than 60%

Student Outcomes Assessment Matrix for Geography of Africa:

| Conceptual Framework | INTASC Standards | NCSS Standards | Course Objectives & Topic Areas | Assessment Technique |
|----------------------|------------------|---|--|---|
| 1a | 1 | (1) Culture | Objectives 1, 2, and 4. Cultural “Map” of Africa Overview, Population dynamics and urbanization | Exams and Essay questions on patriarchy, FGM/FGC issues |
| | | (3) People, Places & Environments | Objectives 1, 2, & 3. Physical environment and tropical diseases | Exam 1 questions on the physical environment & disease ecology |
| | | (6) Power, Authority, and Governance | Objectives 1, 3, & 4. Historical geography and post-colonial state formation | Historical and political geography exam questions |
| | | (7) Production, Distribution, and Consumption | Objectives 1-4. Natural resources, agricultural systems, population, urbanization patterns and migration | Final Exam questions on the role of natural resources in development, industrialization, population and urbanization |

| | | | | |
|--|--|--------------------------------------|---|---|
| | | (8) Science, Technology, and Society | Objectives 1 and 3. Research efforts on Africa's green revolution, explosion of digital information age via global fiber optic backbone for Africa and wireless communication systems for banking | Case studies and Exam questions on usage and impact of information technology |
| | | (9) Global Connections | Objectives 1-4. Commodity-based economies, Foreign aid and Direct Foreign Investment | Final Exam questions on globalization. and Book Report |
| | | (10) Civic Ideals and Practices | Objectives 1, 3 and 4. Role of civic society in the democratization process, struggle for women's rights, equality and access to productive resources | Exams and essay questions on patriarchy and political rights. |

Key Assessment Ratings (KARs) address student performance in three areas for the course: (a) Exam 1: Physical Environment, (b) Final Exam, and (c) Book Report under the following rubric:

| TARGET | ACCEPTABLE | UNACCEPTABLE |
|---|--|--|
| Assignment exceeds the competencies outlined in the directions which are tied to the course objectives that it assesses | Assignment meets basic competencies outlined in the directions which are tied to the course objectives that it assesses. | Performance fails to meet basic competencies outlined in the directions and typically falls significantly below the average performance of the class |

Book Report: An In-depth Understanding of Contemporary Issues Challenging Africa. For example the book, *Dead AID: Why Aid Is Not Working and How There is a Better Way for Africa*, by Dambisa Moyo. A minimum of 6-8 pages typewritten pages (double spaced) is required.

This book report is written in sections. Each section is to be numbered and labeled as follows:

- i. **Introduction** (1 page)
 1. Whose is the author; what is his professional background; what else has he written about?

- ii. **Synopsis (2-3 pages)**
 - 1. This is an overview or summary of the story line and events. The instructor knows the story and this section is to give him confirmation that you know it too.
- iii. **Critical Analysis (3-4 pages)**
 - 1. This is a critical analysis/assessment of the book. You want to discuss the merits and shortcomings of the book. Aspects of critical analysis should address the following questions:
 - 2. What do we learn about the nature of **development** from the book?
 - 3. Do you agree or disagree with the author's main points and conclusions?
 - 4. Does the evidence support the conclusions?
 - 5. Does the author exaggerate or romanticize the subject?
 - 6. Does the narrative contain examples of serious bias? NB (Please note) a point of view or opinion is not being biased.
 - 7. What is your judgment on the book?
 - 8. Would you recommend the book to someone?
- iv. **Conclusion/Reflection (1 page)**
 - 1. Do you agree with the perception that foreign aid to Africa has served to entrench dysfunctional governments and bad ideas rather than produce measurable improvements in health, nutrition and education, for example. Use a pro/con argument to justify your response

It is required that all exams and book report are completed in order to be eligible to pass the course

VI. Attendance Policy

The individual faculty member will develop their own policy in compliance with the university attendance policy as outlined in the Undergraduate Catalog.

VII. Required Textbook(s), Supplemental Books and Readings

Textbooks

Moyo, D. 2009. DEAD AID: Why Aid Is Not Working And How There Is A Better Way For Africa Farrar, Straus and Giroux.

Stock, R.S. 2012. Africa South of the Sahara: A Geographical Interpretation. 3rd Edition New York: The Guildford Press.

Supplemental Books and Readings

Aryeetey-Attoh, Samuel. (ed.) 2010. Geography of Sub-Saharan Africa. 3rd Edition. Upper Saddle River, NJ: Prentice Hall.

Binns, T. Dixon, A. and Nel E. 2012. Africa: Diversity and Development. 1st Edition Routledge.

Cole, R. and de Blij, H.J. 2007. Survey of Sub-Saharan Africa: A Regional Geography. Oxford University Press.

Moseley, W.G., (ed.) 2009. Taking Sides: Clashing Views on African Issues. 3rd Edition. Dubuque, IA: McGraw-Hill.

Hochschild, A. 1998. King Leopold's Ghost. Houghton Mifflin Company.

VIII. Special Resource Requirements

There are no special resource requirements expected of the students who enroll in this course.

IX. Bibliography

Allen, W., 1994. How much land does a man require? Rhodes-Livingstone Papers 15: 1-23.

Allen, T. and Herald, S. 2004. HIV/AIDS policy in Africa: What has worked in Uganda and has failed in Botswana. Journal of International Development 16(8): 1141-1154.

Amis, P. and Lloyd, P. (eds.). 1990. Housing Africa's Urban Poor. Manchester University Press.

Ashford, L.S. 2007. Africa's Youthful Population: Risk or Opportunity? Washington, DC: Population Reference Bureau.

Barrett, C.B., Carter, M.R. and Little, P.D., 2008. Understanding and Reducing Persistent Poverty in Africa. Abingdon, Routledge.

Beauchemin, C. and Bocquier, P. 2004. Migration and urbanization in francophone West Africa: a review of the recent empirical evidence. Urban Studies 41(11): 2245-2272.

Bond, P., 2007. Looting Africa: The Economics of Exploitation. Zed press.

Butts, K.H. and Bankus, B., 2009. China's Pursuit of Africa's Natural Resources. Carlisle, PA: Center for Strategic Leadership, US Army War College.

Davidson, B., 1994. Modern Africa: A Social and Political History. London, Longman.

Easterly, W., 2009. How the Millennium Development Goals are unfair to Africa. World Development 37(1): 26-35.

Fage, J.D., 2002. A History of Africa. 4th Edition, New York: Routledge.

Francis, D., (ed.). 2008. Peace and Conflict in Africa. London: Zed press.

Geist, H., 2005. The Causes and Progression of Desertification. Aldershot, Ashgate.

Hug, S. and Ayers, J. 2007. Critical List: The 100 Nations Most Vulnerable to Climate Change. London: International Institute for Environment and Development.

Janneh, A. 2006. Development in Africa and ECA. New York: United Nations.

Mawdsley, E. 2007. China and Africa: emerging challenges to the geographies of power. Geography Compass 1(3): 405-421.

Meredith, M. 2005. The Fate of Africa From The Hopes Of Freedom To Heart of Despair: A history of 50 years of independence. Public Affairs.

Seel, D. and Busari, D.T. 2009. Growth and Development in Africa. Trenton: Africa World Press.

Turner, T. 2007. The Congo Wars: Conflict, Myth and Reality. London: Zed Books.

UNAIDS. 2010. Global Facts and Figures 10, Geneva: UNAIDS.

UN-HABITAT. 2008. The State of African Cities, Nairobi: UN-HABITAT.

Willis, K. 2011. Theories and Practices of Development. 2nd Edition. London: Routledge.

2. Summary of the Proposed Revisions

- 1) Catalog description change.
- 2) Revision of Course Objectives.
- 3) Revision of Course Outline and Bibliography.

1. Rationale

- 1) The catalog description has been changed.
- 2) The course objectives were made measurable and student centered.
- 3) The course outline and bibliography have been updated.

GE 255: Geography of Africa Old Syllabus of Record

Catalog Description: Geography of Africa South of the Sahara, 3 sh, no prerequisites. This course is an area studies course designed to acquaint students with Africa -- its geography (physical and cultural), cultures, economies, political systems, potential for change, and contemporary problems of development. The topics to be covered during the semester will focus on the issues noted above. Because of the nature of the topics to be treated, the course will establish a relationship between the models and theories of geography and those of other disciplines. A diverse set of readings, video, and audio materials will be used to present the course material. If possible, experts will be brought in to discuss specific topics, e.g., women in development, African art, African music, etc. Classes will be devoted mostly to lecture, with regular opportunities for discussion.

Course Objectives: This course has four objectives. The first is to equip students with the skills needed to analyze and single out critical issues and key questions affecting Africa's development. Both current and emerging issues will be discussed in class.

The second objective is to impart information about a region of the world that is little known and less understood. Specifically, the course intends to debunk myths of the "tribal savage in the dense bush" and critically examine modern Africa and its systems of thought.

The third objective is to develop professional presentation skills. This objective is addressed in the written reports/logs and in oral presentations.

Finally, the course will expand students awareness and understanding of Africa. It will convey to the student the complexity involved in looking at and making judgments about human problems to which there exists no unique or "right" solution.

Required text: Africa, edited by O'Meara and Martin. Published by Indiana University Press, 1986. Other outside readings will be assigned as warranted.

Evaluation: Each student will be evaluated based on two in-class exams; a news log, oral presentation, and two 2-page written book reports. The specifics of each of these is discussed next.

News log: Each student is required to compile a collection of newspaper, magazine articles, etc. dealing with a country/region or issue affecting Africa south of the Sahara. The purpose is to assist students in recognizing relationships between what is being studied and current issues and events. The articles collected may include any aspect of the country/region, and need not be limited to the issues discussed in class. It should be organized based on the following guidelines.

1. You will need a three ring binder or other loose leaf binder.

2. Locate the place (region or country) on the world map and fill in the information requested on the "Country Data Sheet."
3. Tape or glue the actual article or xerox copy on a sheet of standard (8 1/2" x 11") paper. Place the page number in the upper right hand corner of the sheet. Articles should be ordered chronologically.
4. On the reverse side of the article sheet, write a brief summary or abstract of the article. The abstract should consist of a single paragraph of no more than 100 words.
5. The last page(s) of your log will be an alphabetical index of the topics covered in your log.

Articles may be collected from newspapers (Christian Science Monitor, NY Times, USA Today, etc.) or magazines (Time, Newsweek, U.S. News and World Report, etc.) The periodicals room of the library will be useful in that regard. Do not collect old articles. The first article in your collection should be dated the first day of class. The news log itself is worth 50 points.

The thematic focus of the news log will be the basis of an oral presentation (approx. 20-25 minutes) during the last three weeks of class. The oral presentation is worth 25 points and will be peer graded. Grades will be based on the following criteria: quality of the written abstracts, number of articles collected -- more is better, neatness and general appearance.

Book reports: Each student is required to read two novels written by an African writer. A list of novels is available in my office and final selection must be cleared with me. All novels are available at the university bookstore. They range in price from \$2.45 to \$6.95. After reading the novel, a two page book report should be prepared. The book report should be typed based on the format that will be made available to you. The book report is worth 25 points and will be judged on writing quality and presentation of ideas.

Examinations: The exams will be given at mid-term and during finals week. They will focus on assigned readings, lectures, and films. The exams will be a combination of essay, short answer, and objective questions. Exams will be 50 points each.

Grading Policy: Grades will be assigned on the basis of the in-class exams, news log, and written and oral reports. The grading scale is:

| | |
|---------|---|
| 90-100% | A |
| 80- 89% | B |
| 70- 79% | C |
| 60- 69% | D |
| Below | F |

Films: It is emphasized that this is neither a course in cinematography, film criticism, or African literature, but rather one in which the utilization of film/audio materials/novels will contribute to a better understanding of the concepts dealt with in the course. A list of the films to be viewed and discussed in class is given on the syllabus.

Course Outline
GE 255 Geography of Africa

- Week I - text, Chs. 1 and 2
General Orientation, discussion of course objectives, course outline, grading, log book, etc.
Physiography of Africa - plateaus and basins, rivers, rift valleys, mountains, plate tectonics
- Week II - text, Ch. 2
Climates of Africa - wet equatorial, steppe and tropical desert, dry winter, tropical wet and dry, dry summer, highland
Climates of Africa continued.
- Week III - text, Ch. 2
Vegetation, Soils
Diseases
- Week IV - text, Chs. 3, 4, 5, 6, and 7
Early Africa - People and States
Film: The Ancient Africans, 28 min. Describes the spread and evolution of African civilizations from the Stone Age to the 16th century. Recreates ancient lifestyles through African art, architecture, and monuments, stressing the influences of religion and spatial interaction on culture. Studies the ancient kingdoms of Kush, Axum, Mali, Songhai, and the stone ruins of Zimbabwe. 1970
Colonial Interlude - Portuguese, Holland, and Britain
Scramble for Africa, Colonial Policies, Winds of Change
- Week VI - text, Ch. 8
Contemporary Map of Africa - Regions, Boundaries, Cores, and Capitals
Nation-States--federal and unitary, Nationalisms and Multinational Organizations
- Week VII - text, Ch. 9
Population - Spatial distribution and densities, Population Pressure, Growth Rates, and Population Policies
Film: Maragoli - interviews young Kenyan woman about to have her sixth child. Provides micro level perspective on population.
Agricultural geography in tropical Africa
Peasant agriculture

Week VIII

Women in Africa

Film: Rivers of Sand - a visual commentary on traditional sex roles among the Hammar of SW Ethiopia. A Hammar woman describes her lot.

Week IX Midterm Examination

Week X - text, Ch. 10, 11, and 19

Traditional African Economies, Spatial Variations in levels of economic development in Africa, Development Choices in Africa

Systems of Thought: A spatial comparison of African & Western ideas

Film: Were Ni: An ethnopsychiatric film on the traditional management of psychiatric disorders by the Yoruba of Nigeria, showing a web of well-developed social institutions. The two main types of institutions include the treatment centers managed by herbalists and diviners with specialist knowledge of traditional psychiatric therapy; and the cult groups which provide a setting for the expression of socially unacceptable behavior through 'possession.' 30 min.

Week XI - text, Ch. 12 and 13

Regional Variation in Art of Africa

Film: African Art & Sculpture: Examines art from various areas of Africa and discuss how it develops meaning from fertility, life, and death.

Film: Behind the Mask: Examines some of the carved masks of the Dogon people of Mali. Explains how they are used in Dogon sacred rituals.

Week XII - text, Chs. 14 and 16

Social Change in Africa - Urban vs. Rural
Spatial Dynamics of Modernization

Film: Mbria dza Vadzimer: Urban & Rural Ceremonies

Spatial-temporal Analysis of African Literature--a comparison of the major themes present in E. W. Southern African literature

Week XIII

South Africa--Understanding the Issues

Film: South Africa Belongs to Us: Depicts daily life and struggles of black women living under apartheid. Observed the lives of five ordinary women and Winnie Mandela, a symbol of resistance who is kept under constant police surveillance.

Class report

Week XIV
Class report

Week XV
Class report

Week XVI
Review of lectures for final exam

Final exam according to university schedule.

GEOG 255 Liberal Studies Course Approval General Information Responses

1. This course is not a multiple instructor course. Assigned instructor will have demonstrated regional specialization and interest.
2. Africa has long been depicted in the media as a place of crisis – a region of the world often known for civil strife, disease, corruption, hunger and environmental destruction. This perception is not entirely unfounded, after all, HIV/AIDS in east and southern Africa, civil war in the DRC, or drought in Ethiopia are known problems. Yet Africa is a place of extraordinarily diverse, vibrant, and dynamic cultures. Many Africans also expertly manage their natural resources, are insightful agriculturalists and have traditions of democratic governance at the local level. As such, the African story is extremely diverse and varied. The informed and empowered student learner must work hard to go beyond the superficial media interpretations of the vast African continent and appreciate its many realities without succumbing to a romanticized view. The course attempts to place contemporary African developments in a historical and global context. Africa has a long history of influencing and being influenced by the outside world. Among other issues, the course explores how colonialism, and even more recent ‘development’ initiatives, has influenced current structures in Africa. Furthermore, the course examines what restrictions, if any, the current world economic system places on development possibilities in Africa.

Culturally, information about the plight of women and ethnic groups is extensively covered throughout the course. The region of Africa is characterized by traditional societies where issues of patriarchy for example, grossly undermine or infringe on women’s basic rights. Specifically, patriarchy denotes legal dependence of women and children, and precludes women from inheritance, which not only limits their ability to access productive resources, but also compounds their vulnerability to sexual abuse. The course material and assignments exposes students to these issues and how women are being empowered to overcome their plight. Examples, such as the election in 2006 of Ellen Sirleaf Johnson of Liberia as president and becoming the first female head of state in Africa are used to illustrate progress being made by African women. In addition, the course addresses controversial customary practices such as genital mutilation or cutting. Health problems women face and with the violation of their basic rights are discussed contextually. Also, equally important are discussions involving the role of ethnicity in state formation. A primary failure in post-colonial Africa has been the inability to articulate a social contract or political dispensation that is inclusive and/or does not marginalize ethnic minorities. South Africa or “Mandela’s Rainbow Nation” is presented as model to illustrate how minority rights are safeguarded in the South African constitution.

3. The course strives to equip the students with a body of factual knowledge because many American students (through no fault of their own) are consistently ignorant

about the physical and human geography of Africa. For example, it is not uncommon to come across students in their write-ups or during discussion referring to Africa as a country rather than a continent.

4. Though a regional course, the approach assumes students have not been exposed to introductory courses such world regional geography, global cities, world politics or contemporary anthropology whose content may address issues of culture, development environment, population dynamics, political systems, etc. It is also geared to heighten the awareness of students with an interest in exploiting Study Abroad opportunities.