

SIGNATURE ROUTING LOG

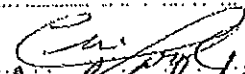

General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): ANT 160/221/431 DL
 Proposal Contact Person Name: see respective DL form Phone: _____ Email: _____

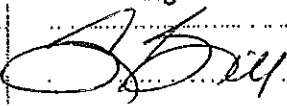
INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Anthropology	12/9/09	Chris Pool / capool0@uky.edu / 7-6922	
A&S Associate Dean	12/09/09	Ted Schatzki / schatzki@uky.edu / 7-5821	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	4/1/2010		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Error! Hyperlink reference not valid.

Course Number and Prefix: ANT 431	Date: November 30, 2009
Instructor Name: Lisa Cliggett	Instructor Email: cligget@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

<i>Curriculum and Instruction</i>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>This course will be taught online, with pre-recorded lectures, online exercises and exams. The instructor will offer regular office hours for online chat, or telephone contact if needed, as well as open email access. The syllabus will conform with the University Senate Guidelines</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The course plan is very similar to the in class experience, which consists mainly of lecture presentations, online homework and in class exams. The students will work with the textbook in essentially the same way as the in class student.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The course will be offered through Blackboard or other similar online classroom management software, ensuring that each student has individual protected access to the course materials. Online assignments are open book and exams will be individually unique, time limited and one-time access.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No.</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs


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	<p>student taking the class in a traditional classroom setting?</p> <p>As registered students at UK, they will have access to the full range of student services as outlined on the UK Student Affairs website (http://www.uky.edu/StudentAffairs/). Students will also be provided an electronic copy of the attached "UK Student Academic Services" document.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Successful completion of course requirements will require that the students make appropriate use of the textbook and required internet sites, and access to library resources are available on the library website for distance learning (http://www.uky.edu/Libraries/lib.php?lib_d=16).</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>This course will not require physical access to any particular facility or equipment.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The syllabus lists technical support services available and students will be provided with a list of available University resources.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact Information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the Instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Lisa Cliggett</p> <p style="text-align: right;">Instructor Signature: </p>

People and Cultures of Africa
Anthropology 431G (Online)
Summer II (8 week) 2010

Instructor: Dr. L. Cliggett, Department of Anthropology, College of Arts and Sciences
Office: Lafferty 216
Phone: 257-2796 (office) 859-312-7318 (cell)
Email: lisa.cliggett@uky.edu

Office Hours: Generally the fastest way to contact me is through e-mail. Please put "ANT431:..." (with a keyword or two about the content of your message) in the subject line of the email message (if you don't do this I may miss your message and consequently my reply will be delayed). I will check my e-mail (for the ANT431 subject lines) regularly during the day (M-F). E-mails received before 3pm on a weekday will be responded to on that day. E-mails received after 3pm will be responded to by 9am the following morning.
E-mails received after 3pm on Friday will be responded to by Monday at 9am.
For face-to-face, telephone or SKYPE appointments: e-mail me to set up a meeting time.

CLASS TIME AND LOCATION:

ONLINE: go to: MyUK and log into Blackboard using your LINK BLUE username and password.

MINIMUM TECHNOLOGY REQUIREMENTS:

In order to participate in this course, you will need access to a computer with the minimum hardware, software and internet configuration described at this site:

<http://www.uky.edu/Blackboard/computer.php>.

Note: the use of Internet Explorer is NOT recommended for use with Blackboard. Firefox is the recommended Internet browser for the course. You can download Mozilla Firefox (free) at this site: <http://www.mozilla.com/en-US/firefox/upgrade.html>

You will need to install a number of plugins on your computer. The links to the specific plugins required for this course can be found in MODULE 1 of the COURSE MATERIALS section of the course. If using a UK computer these plugins should be already installed.

If you experience technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. Their hours are 7am – 6pm Monday through Friday. You may reach them at 859-257-1300 or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

The Teaching and Academic Support Center (TASC) website (<http://www.uky.edu/TASC/>) offers additional information and resources that can promote a successful "online course" learning experience. They may also be reached at 859-257-8272.

TEXTS:

Required books:

Cliggett, Lisa 2005 Grains From Grass (GfG in course schedule); Aging, Gender and Famine in Rural Africa. Ithaca: Cornell University Press.

Fratkin, Elliot. 2004 Ariaal Pastoralists of Kenya (APoK in course schedule); Surviving Drought and Development in Africa's Arid Lands 2nd Edition (must be this edition).

Books may be purchased from the following stores.

- Kennedy Bookstore, 405 S. Limestone, (606) 252-0331 or 1-800-892-5165, or go to the website: <http://www.kennedys.com>
- Wildcat Text Books, 563 S. Limestone, (606) 225-7771, or go to the website: <http://www.wildcattext.com>
- UK Bookstore 106 Student Center Annex, phone (606) 257-6304 or 1-800-327-6141,

or go to the website: <http://www.ukbookstore.com>
You can also purchase textbooks through any of the internet bookstores, but you will need to rush shipping for them because you will need to begin reading during the first week of the 8 week session.

Additional required reading materials (articles, news media, films, videos, etc) will be available through the UK library and internet sources. Specific texts are listed in the reading / assignment schedule.

Distance Learning Library Services

As a Distance Learning student you have access to the Distance Learning Library services at <http://www.uky.edu/Libraries/DLLS>.

This service can provide you access to UK's circulating collections and can deliver to you manuscripts or books from UK's library or other libraries. The DL Librarian may be reached at 859-257-0500, ext 2171, or 800-828-0439 (option #6) or by mail at dlservice@email.uky.edu. For an interlibrary loan visit: http://www.uky.edu/Libraries/linpage.php?lweb_id=253&llib_id=16

COURSE DESCRIPTION:

Common knowledge of Africa, gained largely through western news reports and popular media, typically portrays stereotyped images of life on the vast continent. Images of fly covered starving infants have become one common stereotype of life throughout Africa (not just Somalia, where starvation has been a reality). What about the healthy children of the middle class in Botswana? Do we even know they exist? In the US our understanding of the world is too often shaped by these biased and distorted images, gleaned from television and newspapers. Adhering to such stereotypes limits our opportunities to explore and value the amazing variety and subtlety of the human experience. This course seeks to introduce students to the cultural diversity found in Africa by using an Anthropological framework for examining some key themes that often turn up in popular discussion. Our goal will be to examine, and challenge, many of the popular portrayals of Africa, and thus build a more realistic and grounded understanding of the region. We will address issues of history and geography, social organization and family life, health and food security, economy and ecology, and politics and identity. In making sense of the course material we will continually return to employing an ANTHROPOLOGICAL viewpoint to explain and interpret the knowledge base we build. While the course design emphasizes a particular topic at a particular time during the semester, all of these themes interconnect, and our discussions of one topic will draw on our understandings of other themes and issues. For example, we will examine livelihoods and making a living in relation to family and social organization, as well as broader economy and politics. One of anthropology's strengths lies in this holistic approach to understanding social and cultural practices.

COURSE OBJECTIVES:

The primary goal of this course is to introduce the continent of "Africa" and the variety of countries and societies found on the continent, by providing a social science perspective to key social, economic, ecological and political issues and topics pertinent to the region.

LEARNING OUTCOMES

Upon successful completion of the course, students will:

- 1) have substantial knowledge of the variety of cultural diversity in Africa, including the ability to distinguish between generalized notions / stereotypes and more grounded understanding of distinct aspects and characteristics of different cultures and regions. Students will develop this knowledge through course readings, class (online) discussions, films, media and instructor (video) lectures.
- 2) have skills in identifying types of information (fact, opinion, policy, etc) that influence our understandings of Africa. Students will develop this knowledge and critical thinking through course readings, class discussions (online), debates (online), class lectures (video), exam essays and the final opinion essay.
- 3) learn to employ an Anthropological viewpoint in making sense of the cultural diversity on the African continent – students will gain understanding of the key Anthropological concept of "cultural relativity". Students will develop this skill through course readings, discussions, lectures and class activities.

"ATTENDANCE":

All course materials are on-line and it is YOUR responsibility to access material in a timely manner. To help keep you on track I have provided a LECTURE SCHEDULE that you should follow. The lecture schedule is posted on

BlackBoard in the COURSE INFORMATION section of Blackboard. You are expected to spend a **MINIMUM of 4 hours per DAY (5 days a week)** on-line interacting with the course material (including reading, writing, interacting with other students in the course, etc).

GRADING:

Your success in the course will be evaluated according to the following breakdown:

2 Map Quizzes (10% each)	20%
2 Exams (10% each)	20%
2 "discussion boards" (10% each)	20%
1 group poster/ powerpoint (topic of your choice, 1 group grade)	15%
1 individual response to all other group ppt/posters	5%
1 reflective journal (in form of semester long blog)	20%
Total	100%

FINAL GRADE BASIS:

- A = 90% and above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- E = 59% and below

All scores will be posted in the BlackBoard grade book, as soon as the instructor has finished grading them. You can review your scores by going to MY GRADE in BlackBoard (click on TOOLS first).

MAP QUIZ AND EXAMINATION SCHEDULE: (all times are Lexington, KY time)

- Map Quiz 1: Wednesday June 23, 2010 from 6.00am – 9.00am
- Examination 1: Thursday July 8, 2010 from 6.00am – 9.00am
- Map Quiz 2: Tuesday July 20, 2010 from 6.00am – 9.00am
- Examination 2: Wednesday August 4, 2010 from 6.00am – 9.00am

DUE DATES FOR ASSIGNMENTS:

- Discussion 1: Tues June 29-July 2 (first post MUST be made by Tues June 29, 11:59pm. Reply, discuss, banter between June 30-July 2 at 3pm)
- Discussion 2: Thurs July 22–July 26 (first post MUST be made by Thurs July 22, 11:59pm. Reply, discuss, banter from July 23- July 27 at 3pm).
- Group E-Poster: Friday July 30, 2010 3pm.
- Student response to E-Poster: Monday August 2, 2010 11:59pm

Journal Blog – ongoing through whole semester, schedule identifies days by which particular reflections must be added. However, the **FINAL** blog entry must be posted between **Wed August 4 and Thursday August 5th** (no later than 3pm). The final blog entry will be a 400-500 word response to a question from the professor.

ONLINE EXAM INFORMATION

The online exams will be submitted electronically through Blackboard and must be submitted by the stated deadline (9.00am). Each exam will consist of 40 multiple-choice or true/false questions. The exam will be available

beginning 3 hours before the due date/time. It is your responsibility to make sure that you access the material during that time period. You can access the examination any time during the 3 hour window but you can only access it once. Once you access an examination you have 40 minutes in which to complete and submit it (the latest you should access an online examination is 8.15 am). If you go over the time you will not be able to submit it and will receive an automatic score of zero for that examination. It is your responsibility to watch the time and submit the examination in time.

Online examinations are **CLOSED BOOK** examinations. You cannot use your text book or any other notes when taking an examination. You are on your honor to take the examination on your own without the assistance of any other person or materials.

Online examinations will be automatically graded and your score will be available immediately (unless I have problems making this work in blackboard, in which case grades will be posted by the day after the exam).

If you encounter problems when taking an exam: First try calling me at 859-312-7318 I will be near a computer and my cell phone during the entire examination period. If you are unable to contact me by phone: send me an e-mail and include a phone number where you can be reached. I will contact you ASAP.

ONLINE MAP QUIZ INFORMATION (details still in process of being worked out with IT).

As with the online exams, online map quizzes will be timed (details still to be worked out).

Map quizzes will be a combination of identifying key cities and regions of the continent, and knowing a bit of social-political-economic content about specific places. There will be a mix of correctly identifying specific locations, and offering specific content knowledge about those places, in a word or two, or in some cases in one or two sentences. **DETAILS STILL TO BE WORKED OUT.**

Both map quizzes and exams will be done online, and submitted to the instructor online, and timed. Exams and quizzes will be close book and close notes

MISSED EXAMS or QUIZZES:

Make-up exams (for missed exams or quizzes) will only be given for **DOCUMENTED** excused absences (or inabilities) **as defined by the University (Senate Rule V.2.4.2)** and are scheduled as needed. A missed exam or quiz will result in a score of zero for that exam/quiz, unless an acceptable written excuse is presented within 48 hours of the missed exam/quiz.

ASSIGNMENTS

Discussion boards are the context in which we will discuss course material. In the absence of face to face class time, we will use online forms of communication (Blackboard's tools including: discussion board, wiki, or blogs – (still being determined)). In these forums students will post comments on readings, lectures, videos, or other course material, and subsequent responses **FROM ALL STUDENTS** will also be posted. There will be 3 discussion boards during the term, each worth 10% of your grade. Grading will be based on the professor's subjective evaluation of a student's thoughtfulness, synthesis and critical thinking of the topic. (30% (total on all three) of the course grade).

The **group powerpoint /poster assignment** requires that students work in groups (of between 3-5 students, depending on class enrollment) on a topic of their choice. This is an opportunity to explore a topic not yet addressed in the class (with some guidelines from the professor). The final product of the project will be an electronic media document – a power point presentation is one possibility (other's include a blog, wiki... details TBA). Details about the poster assignment are found in course documents (still being worked out). Grading will be based on the professor's subjective evaluation of the groups creativity, critical thinking and substantive representation of the topic. (15% of the course grade).

The **response to group projects** is an individual assignment in which each student views/interacts with all other group projects, posting thoughtful commentary on **EACH** presentation (other than their own group's project). Comments will be posted on Blackboard through the blog /wiki/discussion board tools (to be determined). Grading will be based on the professor's subjective evaluation of the student's thoughtfulness, substantive value, and linkage to course material in her or his comments. (5% of the course grade).

The course long reflective blog challenges students to synthesize both content material from the course, and personal reactions / opinions to the issues and ideas emerging from the course as a whole, during the 8 week session (half of the blog grade (10% of course grade) will be given for posts during the unfolding of the course), and also at the end of the course in a focused reflective statement (a full half of the blog grade, ie: 10% of course grade). Students are expected to post at least one entry on their blog per week (reflecting on course material and ideas for that week, as well as the course to date). Grading will be based on the professor's subjective evaluation of the quality of thought, critical thinking about the issues, synthesis of ideas over the full course time period, and clarity of writing (grammar, spelling, logic, flow etc) (Total blog value: 20% of course grade, half for first 7 weeks, half for final statement in response to a question from the professor).

LATE ASSIGNMENTS:

Late assignments will be accepted only in the event of documented excused inability/absences as defined by University Senate Rules V, 2.4.2. Problems associated with parking, traffic, library services, over-sleeping, procrastination or forgetfulness are not acceptable excuses for late submission of assignments. It is YOUR responsibility to make sure that you access and submit assignments on time. Note: Once the deadline for submission has passed, these assignments will no longer be accessible on BlackBoard. Scores for assignments will be posted no later than 24 hours after the due date/time.

COURSE POLICIES:

Academic Offenses:

PLAGIARISM and CHEATING are serious academic offenses.

The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding cheating.

"Cheating is defined by its general usage. It includes, but is not limited to, the wrongful giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade."

The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding plagiarism.

"All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work..... If the words of someone else are used, the student MUST put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic."

Charges of an academic offense will be made against any student that cheats or commits plagiarism. Penalties for such an offense will be assessed according to University Regulations regarding Academic Offenses. The most severe penalties include suspension or dismissal from the University. **I have a zero-tolerance policy regarding academic offenses.**

NOTE* In addition to the circumstances listed above, the following activities are considered evidence of cheating:

- 1) Any talking to another student during an examination.
- 2) Looking at another student's work during an examination, or allowing another student to look at your work.
- 3) Collaborating with another student on an examination and/or submitting an assignment that is similar in wording or sentence construction to the work of another student in the class, even if you acknowledge the participation of the other student. ALL SUBMITTED WORK MUST BE DONE BY YOU ALONE.

Student Conduct

Students are expected to maintain decorum that includes respect for other students and the professor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities

Unresolved Academic Issues

Consult the University of Kentucky *Student Rights and Responsibilities* regarding the steps for addressing unresolved academic issues

DISABILITIES/MEDICAL CONDITIONS:

If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

LAST DAY TO WITHDRAW FROM THE COURSE:

June 21 – Monday – Last day to drop a course without it appearing on the student's transcript.

July 14 – Wednesday – Last day to withdraw from the University or reduce course load. Students can withdraw or reduce course load after this date only for "urgent non-academic reasons."

READING AND ASSIGNMENT SCHEDULE:

Reading assignments are listed on the course schedule. All assigned readings and class discussions are potential exam material whether covered in lectures (video), discussion, online activities, or not.

GETTING STARTED: LOG INTO YOUR BLACKBOARD (BB) ACCOUNT

- 1) Access the course syllabus: The course syllabus can be viewed by clicking on the red COURSE INFORMATION button and then clicking on SYLLABUS. I would recommend you print out a copy of the syllabus for future reference. Make a note of all deadlines.
- 2) You should check that the e-mail address listed for you is your current e-mail address (it does not have to be a UK address just the e-mail that you regularly use). If it is not your regular e-mail address, then change it to your current address (except for HOTMAIL accounts which sometimes aren't compatible with Bb) and click submit. This is the address that I will use to communicate with you. (go to TOOLS to change your e-mail address)
- 3) This is a 3 credit hour course taught exclusively through the web. All course materials are on-line and it is YOUR responsibility to access material in a timely manner. To help keep you on track I have provided a LECTURE SCHEDULE that you should follow. The lecture schedule is posted in the COURSE INFORMATION just below the syllabus. Again, I would recommend you print it out. This is a challenging course and it is imperative that you stay up-to-date with the lecture and reading material. Do not procrastinate and leave material to the last minute. You are expected to spend a MINIMUM of 4 hours per DAY (5 days a week) on-line interacting with the course material. Take some time to familiarize yourself with navigating through the course material. The course is divided into (number to be determined – still in process) modules (found by clicking on the red COURSE MATERIALS button). Each module consists of multiple files. These files are in a variety of forms: PowerPoint, word documents, web links, Authorware files, etc. As you work through the course materials you should take notes the same way you would for a “regular” lecture course.
- 4) Please be aware that some files that you will be downloading are fairly large and may take a while (several minutes) to download especially if you are accessing the course material using a modem or a slow broadband connection.
- 5) Given that all course material is delivered through the Internet, occasional problems may arise with accessing course material. If you have problems accessing course material, or if web links appear to be not functioning, please contact me and I will get the problem rectified as quickly as possible.
- 6) Recommended first actions:
 - (1) Print out a copy of the syllabus and course schedule
 - (2) Begin work on module 1 – (if working on your home /dorm computer – download all of the plug-ins listed in module 1).

MODULE 1- COURSE INTRODUCTION -- Images of Africa and Using Anthropology for better understanding

June 10-16

Day 1: Thursday June 10, 2010 -- FIRST DAY OF CLASSES:

- Introduction to course and Professor Cliggett (video lecture).
- BLACKBOARD (Bb from now on) Posting: Student introductions – during Thursday June 10, each student should contribute a brief introduction of themselves (name, major, where you ARE at this moment (on campus, living in ..., etc), why you're taking this course. ALSO, write 2-3 sentences capturing your thought(s) of Africa: when you think about “Africa”, what comes to mind?
- Posts due by 11:59 pm Thursday June 10
- READ: selections of *Mistaking Africa*, Curtis Keim (specific sections tba)

DAY 2: Friday June 11, 2010

- Bb review – look through everyone’s info, and comments about “Africa”.
- Video lecture – why we should know “Africa”
- Internet assignment: <http://www.africarising.org/images-of-africa> Read the commentary on this website.
- FACEBOOK assignment:
 - If you do not already have a facebook account, create one (very easy at: <http://www.facebook.com/>).
 - Once into facebook search for “The Africa They Never Show You.” Review the VAST photo collection on this facebook site.
- Points to consider: When you think of Africa what images come to mind? Where do your knowledge and images of Africa come from? How much do you trust the sources of those ideas, descriptions, images? How do these images influence the construction of your ideas about Africa? After reading the AfricaRising commentary, and looking at the photos on Facebook, what do you think?
- READ: selections of *Mistaking Africa*, Curtis Keim (specific sections iba)

Module 1 cont'd Mon-Wed, June 14-16

Post first blog reflection between Mon-Friday June 14-18 (I recommend posting each time you engage with a set of course materials, thus at least 2-3 times a week. These do not need to be long posts. This blogs are a chance for you to try synthesizing your thoughts in relation to the material. These entries can also help you prepare for exams.

Introduction to Anthropology, (how we use anthropology to challenge our assumptions and stereotypes, how we develop more accurate understanding and knowledge).

Video lectures: what is anthropology?, methods of anthropology, what is cultural relativism?

READ: Intro to GfG (Grains from Grass) and Intro to ApoK (Ariaal Pastoralists of Kenya).

MODULE 2 – A BRIEF HISTORY OF AFRICA

Thurs-Wed June 17-22

Modern History: Berlin Conference, differences between colonizers (esp. British and French), Colonialism and after

READINGS:

- Crowder, M. 1964. “Indirect rule: French and British Style.” *Africa* 34: 197-205.
- Joireman, Sandra Fullerton. 2001. “Inherited Legal Systems and Effective rule of Law: Africa and the Colonial Legacy.” *The Journal of Modern African Studies*, 39 (4): 571-596.

Ancient Cultures: Songay Mali Ghana, Asante, Hausa, Kongo, Zimbabwe

“Civilizations” <http://www.wsu.edu/~dee/CIVAFRCA/CONTENTS.HTM>

“Africa Timelines” (includes pre-historic and empires)

<http://web.cocc.edu/cagatucci/classes/hum211/timelines/htimelinetoc.htm>

http://endingstereotypes.org/african_history.html

MAP QUIZ 1 – major cities, past and present WED June 23

MODULE 3: CULTURE, IDENTITY, FAMILY AND KINSHIP

June 23 - July 12

GfG: first half

APoK: 1 and 6

Urbanization, migration, village life vs. city life → struggles in each

Ghosts of Rwanda (freedocumentaries.org, African Documentaries)

Matrilineal vs. patrilineal societies, how have these influenced contemporary African culture?

Discussion 1: post initial comments for discussion June 29 (by 11:59pm), reply and banter between June 30-July 2 (3pm).

EXAM 1: all course material to date THURSDAY JULY 8.

MODULE 4: FAMINE, FOOD, ECONOMY, RESOURCES AND SUSTAINABILITY

July 13-27

GfG: last half

APoK chaps 2, 4

Livelihoods – rural and urban

Environment

Map Quiz 2 – contemporary societies, regions, ecosystems Tuesday July 20.

Discussion 2 – post initial comment by Thursday July 22, 11:59pm, replies, banter, discussion from July 23- July 27 at 3pm.

MODULE 5: POPULAR CULTURE AND CURRENT ISSUES

July 28-Aug 5 (9 days)

- Hip Hop, Jazz and Apartheid - music as entertainment vs. awareness/advocacy (Akon, M.C. Solaar vs. Masekela, Makeba, Ibrahim)
- Fashion: Mama Benzes, Clara Lawson Ames, Asdavta, Kenyan Fashion Show
<http://news.bbc.co.uk/2/hi/8387050.stm> Contemporary and traditional infused wedding attire:
http://bhfmagazine.com/bhfadvert_articles/bhf_weddings.html
- The Market Place:
- Foods: fufou, plantains, yams, tropical fruits, palm wine/oil, millet, groundnuts, cacao, rice
<http://teacherlink.ed.usu.edu/tlresources/units/byrnes-africa/treols/content.html> Foods and Recipes:
<http://www-sul.stanford.edu/depts/ssrg/africa/africanrecipes.html>
- Folktale: “The Girl Who Lived with the Gazelles”
<http://teacherlink.ed.usu.edu/tlresources/units/byrnes-africa/DENSAG/gazellegirl.html>
- International pressures/sanctions and effect on development
- FGM
- Voodoo Children, Unreported World
- The Long Walk of Nelson Mandela
- Unreported World, Channel 4

EXAM 2 WEDNESDAY AUGUST 4, 2010 from 6-9am (on all material from July 8 to Aug 4).

FINAL Blog post (a response to a question from Professor Cliggett – due by 3pm Thursday August 5th).