

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

| | | | | | |
|---|--|--|---|---|--|
| 1. General Information. | | | | | |
| a. | Submitted by the College of: <u>A&S</u> | Today's Date: <u>8/05/11</u> | | | |
| b. | Department/Division: <u>ANT</u> | | | | |
| c. | Is there a change in "ownership" of the course? | | | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | If YES, what college/department will offer the course instead? _____ | | | | |
| d. | What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change[OSC1] definition) | | | | |
| e. | Contact Person Name: <u>Scott Hutson</u> | Email: <u>scotthutson@uky.edu</u> | Phone: <u>7-9642</u> | | |
| f. | Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval | | OR | <input type="checkbox"/> Specific Term ² : _____ | |
| 2. Designation and Description of Proposed Course. | | | | | |
| a. | Current Prefix and Number: <u>ANT 431G</u> | Proposed Prefix & Number: <u>ANT 326</u> | | | |
| b. | Full Title: <u>Cultures and Societies of Sub-Saharan Africa</u> | Proposed Title: <u>People and Cultures of Sub-Saharan Africa</u> | | | |
| c. | Current Transcript Title (if full title is more than 40 characters): <u>Soc/Cult Subsahar Africa</u> | | | | |
| c. | Proposed Transcript Title (if full title is more than 40 characters): <u>Peop/Cult Subsahar Africa</u> | | | | |
| d. | Current Cross-listing: <input type="checkbox"/> N/A | OR | Currently ³ Cross-listed with (Prefix & Number): <u>AAS 431G</u> | <u>also changes to 326</u> | |
| | Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____ | | | | |
| | Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____ | | | | |
| e. | Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type. | | | | |
| Current: | <u>3</u> Lecture | _____ Laboratory ⁵ | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | <u>3</u> Other – Please explain: | <u>3 lecture when taught in class;</u> <u>3 other when taught online</u> | |
| Proposed: | <u>3</u> Lecture | _____ Laboratory | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: | <u>3 lecture when taught in class;</u> <u>3 other when taught online</u> | |
| f. | Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) | | <input type="checkbox"/> Pass/Fail | | |
| | Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) | | <input type="checkbox"/> Pass/Fail | | |

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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| g. | Current number of credit hours: <u>3</u> | <i>Proposed number of credit hours:</i> <u>3</u> | |
| h. | Currently, is this course repeatable for additional credit? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | <i>Proposed to be repeatable for additional credit?</i> | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | <i>If YES: Maximum number of credit hours:</i> _____ | | |
| | <i>If YES: Will this course allow multiple registrations during the same semester?</i> | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| i. | Current Course Description for Bulletin: | <u>A survey of indigenous societies and cultures of Africa south of the Sahara, with special attention to their adaptation of colonialism and post-colonial national development. Prereq: Sophomore standing or higher.</u> | |
| | <i>Proposed Course Description for Bulletin:</i> | <u>same</u> | |
| j. | Current Prerequisites, if any: | <u>Sophomore standing or higher</u> | |
| | <i>Proposed Prerequisites, if any:</i> | <u>same</u> | |
| k. | Current Distance Learning(DL) Status: | <input type="checkbox"/> N/A <input checked="" type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop | |
| | *If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input checked="" type="checkbox"/>) that the proposed changes do not affect DL delivery. | | |
| l. | Current Supplementary Teaching Component, if any: | <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both | |
| | <i>Proposed Supplementary Teaching Component:</i> | <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both | |
| 3. | Currently, is this course taught off campus? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | <i>Proposed to be taught off campus?</i> | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| 4. | Are significant changes in content/teaching objectives of the course being proposed? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | If YES, explain and offer brief rationale: | | |
| | <hr/> <hr/> <hr/> <hr/> | | |
| 5. | Course Relationship to Program(s). | | |
| a. | Are there other depts and/or pgms that could be affected by the proposed change? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| | If YES, identify the depts. and/or pgms: <u>AAS only - we have been in contact with the head of AAS who is aware of and approves these changes. The Interdisciplinary Minor African American Studies lists ANT 431G and should be replaced with the new course number 326 (see 2011-12 Bulletin pg 164 second column).</u> | | |
| b. | Will modifying this course result in a new requirement⁷ for ANY program? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | If YES ⁷ , list the program(s) here: _____ | | |
| 6. | Information to be Placed on Syllabus. | | |
| a. | <input type="checkbox"/> Check box if <u>If changed to 400G- or 500-level course you must send in a syllabus and you must include the</u> | | |

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

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|--|-----------------------------------|--|
| | <u>changed to</u> 400G or 500. | <i>differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>) |
|--|-----------------------------------|--|

People and Cultures of Africa
Anthropology ANT 326/ AAS 326
Time: TBA
Location: TBA

Instructor: Dr. L. Cliggett, Department of Anthropology, College of Arts and Sciences

Office: Lafferty 216

Phone: 257-2796

Email: lisa.cliggett@uky.edu (this is the BEST way to contact me. However, put ANT/AAS326 in the subject line, or I might miss your message for a few days).

Office Hours:

TBA

This course is **HEAVILY** reliant on **Blackboard and internet resources**. You must have easy daily access to an internet connected computer. You must also be able to access email daily (whether through the computer or a smart phone).

If you are not prepared to use computers on a daily basis, you need to withdraw from this course.

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://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>

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. If using a UK computer these plugins should be already installed. To check if your browser has Flash, Adobe Acrobat Reader and QuickTime movie player, click this link: <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx>. If you do not have these, you can download them from this site. To download Windows Media Player, click this link: <http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>. Students and faculty can download Microsoft Office Suite (including Word and PowerPoint) from this site: <https://download.uky.edu/> (and many other useful applications as well).

If you experience technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. You may reach them at 859-218-HELP (4357) 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 internet experience for educational purposes. 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.

Additional readings (articles, book chapters, etc) will be required as well, but will be made available through Ereserves at the UK library, the UK full text online articles services, through the course content section of blackboard, and through internet sources.

The main text 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 the book 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 classes.

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.

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, societies and people found on the continent, by providing a social science perspective to key social, economic, ecological and political issues and topics pertinent to the region.

SUCCESS IN THIS COURSE

To be successful in this course, here are a few tips:

- Purchase the textbook asap, and start reading!
- Get familiar with Blackboard asap, so that you know how to navigate through the course units, discussion board, grade center and other main tabs for the course. Figure out how to post in the discussion board - both starting a new thread, and posting on an existing thread.
- **PLAN TO SPEND at least 6-10 hours a week outside of class time** (depending on how fast you read and write), interacting with course material (whether online, or reading the text and other printable/downloadable readings)
- Take notes during class time (whether it's lecture time or discussion time).
- Take notes as you read, view films, listen to podcasts, look through web pages and various internet media.
- Do assignments on time (post EVERY WEEK for your journal, comment on others' journal entries; do projects on time, do all reading, podcast listening, internet reading, etc during the week they are assigned).
- Think critically, reflect thoughtfully, and express your ideas as they develop. You'll get more out of the class, and that will be reflected in your overall grade.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students will:

- 1) demonstrate they have a 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) be able to identify 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, debates, class lectures, exams, project assignments and the final essay.
- 3) 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

Class attendance is mandatory.

After one unexcused absence, the **second unexcused** absence will result in the **loss of 3 %** of your final grade. **Each** unexcused **absence after that** will result in an **additional 2 % drop** in your final grade. The following are acceptable reasons for excused absences: 1) serious illness 2) illness or death of a family member; 3) University related trips. For any of these absences, you need to provide me with a written document stating the date of and reason for the absence, signed by a doctor or other official - with a contact phone number where I can reach them. Additionally, you may be excused for major religious holidays that the University has not officially recognized. As stated in “Student Rights and Responsibilities” handbook, section 5.2.4.2: “Students are responsible for notifying the instructor, in writing, of anticipated absences due to their observances of such holidays no later than the last day for adding a class.”

Late Arrival / Early departure: Arriving 10 minutes after class starting time constitutes an absence. Leaving before class is officially over constitutes an absence. If you need to arrive late or leave early, talk to me before the day of class.

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

| | | |
|---|------------|------|
| 1 Map Quiz | (5%) | 5% |
| 2 Exams | (15% each) | 30% |
| 1 reflective journal (weekly posting, semester long discussion forum) | | 20% |
| 3 Group/ Pair Assignments: | | |
| - “moment in history” presentation and bullet point memo | | 5% |
| - commodity chain analysis blog (1 group grade) | | 10% |
| - “positive” e-poster (1 group grade) | | 10% |
| 1 final reflective essay (individual) | | 10% |
| Participation | | 10% |
| | Total | 100% |

FINAL GRADE BASIS:

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

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 GRADES in BlackBoard.

Final Exam Information

Date, time, location, other information

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Map Quiz: (5 % final grade)

Part of understanding Africa requires knowledge of geo-political boundaries. This demands some pure memorization, but if you learn something about each nation, then you are more likely to remember some of the simple details, such as name and location of a given country. This map quiz will include knowing the names and locations of each of the 54 countries in Africa, as well as knowing the former colonial power. You will be able to gain extra points by correctly identifying particular geographic features (certain rivers, lakes) on the African continent (this will require you doing a little research and finding a map that gives that information prior to the quiz). The Map Quiz will account for 10% of your final grade.

Exams: (2 exams, 15% each, total 30% of final grade) Blackboard (students must bring laptops to class).

During the semester there will be 3 exams covering material during the past period of the course. I plan to make these “blackboard” exams – you will need a laptop computer in order to do these exams. If you do not have access to your own lap top which you can bring to class, you can check one out from the library on the day of the exam, and bring it to class. It is your responsibility to come to class with a computer that can connect to the wireless network in the classroom. Exams will be multiple choice, fill in, short answer and short essay. Exams will cover all material from the last exam up to the current exam- regardless of where we are in course “sections.”

Reflective Journal (Semester long, weekly Discussion board): (20% of final grade) –Blackboard discussion.

The course long **reflective journal** 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. Students are expected to post at least one entry on their journal 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).

Individual weekly journal posts should be 250-500 words (min and max). Responses to at least 2 other students’ comments should be 50-150 words (min-max).

Weekly DUE DAYS for journal: Initial (individual) posts must be made by **6pm on Monday evenings**. Responses to other students’ comments must be made **BEFORE class on Tuesdays, by 3pm**.

3 Group Assignments: (5%, 10% and 10%: total of 25% final grade) – turned in Via Blackboard

There are 3 “group” assignments, more info will come about each. Key information is that you will work in pairs or trios, in the history assignment you will choose a topic from a list; the other two will be short research projects on topics of your choosing.

- 1) “Moment in History” presentations and “memos” – Due Monday Feb 7 (memo), presentation Tuesday Feb 8
- 2) A commodity chain analysis in the form of a blog – Due Tuesday March 29
- 3) A “positive e-poster” related to current pop-culture, arts, business, etc (the topic must focus on a positive feature in current African social worlds). Due Tuesday April 26.

Final Essay : (10% of final grade) Turned in Via Blackboard.

This writing assignment (400-600 words) will challenge you to synthesize both content material from the semester, and your own opinions/reactions to the issues and ideas. The prompt for this assignment will be given out during week 15 of the class is due the following Monday (May 4, of finals week – if you want to turn the essay in earlier, that will be GREAT!).

Class participation: (10% of final grade, 5% mid term and 5% at the end of the semester).

This is a subjective grade, based on the instructor’s evaluation of your in class performance. This class demands that students actively participate in the learning process through sharing of ideas, questions and reactions to class material and discussions. This grade includes occasionally leading informal class discussions, summarizing reading material, sharing reactions to readings, discussion, debate or in class activities, **INCLUDING POP QUIZZES!** Part of the “class participation” portion of the grade is also about developing your oral communication skills. In addition to becoming excellent writers, developing skills in oral communication is a crucial part of your undergraduate career. Class participation means facilitating, contributing and furthering class discussion, in relevant ways. You are each bright and thoughtful students, and your ideas, reactions and critiques are worth hearing.

MISSED EXAMS:

Make-up 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 quiz will result in a score of zero for that exam, unless an acceptable written excuse is presented within 36 hours of the missed quiz.

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 submit assignments on 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 students 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 (or another group of students, in the event of a group project).

Student Conduct

Students are expected to maintain decorum that includes respect for other students and the professor, to regularly log in to the Blackboard shell, check email, 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

CODE OF CONDUCT FOR DISCUSSION BOARD (and all electronic communication):

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages. Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, express hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language).

Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects (essays, Wikis), publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission.

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.

UNIT, TOPIC and IMPORTANT assignments/events Schedule.

See UNIT outlines for detailed readings and assignments.

- UNIT 1- COURSE INTRODUCTION
Thurs Jan 13-18
 - Post first journal entry by Monday Jan 17, 6pm.
 - Post first responses to other students' comments by Tues Jan 18, 3pm.
- UNIT 2- IMAGES OF AFRICA and ANTHROPOLOGY for better understanding.
Jan 18-31
 - Post at least 1 journal entry by Monday Jan 24, 6pm (HEREAFTER, remember to post journal entries by EVERY MONDAY 6pm (except Spring Break – Mon March 14).
 - Post responses to other students by Tues Jan 25, 3pm (HEREAFTER, remember to post responses to classmates by EVERY TUESDAY, 3pm.
 - Map Quiz – Thursday Jan 27.
- UNIT 3 – A BRIEF HISTORY OF AFRICA
Feb 1-7
 - “Moment in History” group presentations & memos (memos due Mon Feb 7)
 - Post at least 1 journal entry by each Monday (6pm).
 - Post responses to other students by each Tuesday (3pm).
- UNIT 4 - CULTURE, IDENTITY, FAMILY AND KINSHIP
Feb 8- Feb 28
 - “Moment in History” Presentations Tuesday Feb 8
 - Post at least 1 journal entry by each Monday (6pm).
 - Post responses to other students by each Tuesday (3pm).
 - Exam 1 – Thursday Feb 24
- UNIT 5- FAMINE, FOOD, ECONOMY, RESOURCES AND SUSTAINABILITY
March 1 - April 4
 - Post at least 1 journal entry by each Monday (6pm)- (not spring break March 14-18)
 - Post responses to other students by each Tuesday (3pm).
 - Group Commodity Chain Analysis Due Tuesday March 29
- UNIT 6- POPULAR CULTURE AND CURRENT ISSUES
April 5-28 (and May 6 for exam 3 during finals week)
 - Exam 2 – Thursday April 14
 - Post at least 1 journal entry by each Monday (6pm).
 - Post responses to other students by each Tuesday (3pm).
 - Group E-Poster due, and presentation Tues April 26
 - Final Essay Due Monday May 2nd (first day of finals week, EARLIER is GREAT!)

People and Cultures of Africa
Anthropology ANT 431G/AAS 431G
Tues-Thur 3:30-4:45
Lafferty Hall 213

Instructor: Dr. L. Cliggett, Department of Anthropology, College of Arts and Sciences

Office: Lafferty 216

Phone: 257-2796

Email: lisa.cliggett@uky.edu (this is the BEST way to contact me. However, put ANT/AAS431 in the subject line, or I might miss your message for a few days).

Office Hours:

Thursdays 1:30-3 pm and Friday afternoons by appointment, other days by appointment.

This course is **HEAVILY** reliant on **Blackboard and internet resources**. You must have easy daily access to an internet connected computer. You must also be able to access email daily (whether through the computer or a smart phone).

If you are not prepared to use computers on a daily basis, you need to withdraw from this course.

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<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>

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. If using a UK computer these plugins should be already installed. To check if your browser has Flash, Adobe Acrobat Reader and QuickTime movie player, click this link: <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx>. If you do not have these, you can download them from this site. To download Windows Media Player, click this link: <http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>. Students and faculty can download Microsoft Office Suite (including Word and PowerPoint) from this site: <https://download.uky.edu/> (and many other useful applications as well).

If you experience technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. You may reach them at 859-218-HELP (4357) 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 internet experience for educational purposes. 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.

Additional readings (articles, book chapters, etc) will be required as well, but will be made available through Ereserves at the UK library, the UK full text online articles services, through the course content section of blackboard, and through internet sources.

The main text 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 the book 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 classes.

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.

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, societies and people found on the continent, by providing a social science perspective to key social, economic, ecological and political issues and topics pertinent to the region.

SUCCESS IN THIS COURSE

To be successful in this course, here are a few tips:

- Purchase the textbook asap, and start reading!
- Get familiar with Blackboard asap, so that you know how to navigate through the course units, discussion board, grade center and other main tabs for the course. Figure out how to post in the discussion board - both starting a new thread, and posting on an existing thread.
- **PLAN TO SPEND at least 6-10 hours a week outside of class time** (depending on how fast you read and write), interacting with course material (whether online, or reading the text and other printable/downloadable readings)
- Take notes during class time (whether it's lecture time or discussion time).
- Take notes as you read, view films, listen to podcasts, look through web pages and various internet media.
- Do assignments on time (post EVERY WEEK for your journal, comment on others' journal entries; do projects on time, do all reading, podcast listening, internet reading, etc during the week they are assigned).
- Think critically, reflect thoughtfully, and express your ideas as they develop. You'll get more out of the class, and that will be reflected in your overall grade.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students will:

- 1) demonstrate they have a 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) be able to identify 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, debates, class lectures, exams, project assignments and the final essay.
- 3) 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

Class attendance is mandatory.

After one unexcused absence, the **second unexcused** absence will result in the **loss of 3 %** of your final grade. **Each** unexcused **absence after that** will result in an **additional 2 % drop** in your final grade. The following are acceptable reasons for excused absences: 1) serious illness 2) illness or death of a family member; 3) University related trips. For any of these absences, you need to provide me with a written document stating the date of and reason for the absence, signed by a doctor or other official - with a contact phone number where I can reach them. Additionally, you may be excused for major religious holidays that the University has not officially recognized. As stated in “Student Rights and Responsibilities” handbook, section 5.2.4.2: “Students are responsible for notifying the instructor, in writing, of anticipated absences due to their observances of such holidays no later than the last day for adding a class.”

Late Arrival / Early departure: Arriving 10 minutes after class starting time constitutes an absence. Leaving before class is officially over constitutes an absence. If you need to arrive late or leave early, talk to me before the day of class.

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

| | | |
|---|------------|------|
| 1 Map Quiz | (5%) | 5% |
| 2 Exams | (15% each) | 30% |
| 1 reflective journal (weekly posting, semester long discussion forum) | | 20% |
| 3 Group/ Pair Assignments: | | |
| - “moment in history” presentation and bullet point memo | | 5% |
| - commodity chain analysis blog (1 group grade) | | 10% |
| - “positive” e-poster (1 group grade) | | 10% |
| 1 final reflective essay (individual) | | 10% |
| Participation | | 10% |
| | Total | 100% |

FINAL GRADE BASIS:

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

In addition to completing all of the course work listed for undergraduate students (coming to a total of 50% of the final grade - that is, half of the totals listed for undergraduates) graduate students have two additional, and substantial assignments:

- 1) an approximately 20 page research paper on a topic of their choosing (in consultation with the professor). Worth 40% of the final grade.
- 2) a class presentation (lecture) on their research topic. In effect, this would be a guest lecture during one class period. Worth 10% of the final grade.

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

| | |
|---|------|
| 1 Map Quiz (5%) | 2.5% |
| 2 Exams (15% each) | 15% |
| 1 reflective journal (weekly posting, semester long discussion forum) | 10% |
| 3 Group/ Pair Assignments: | |
| - "moment in history" presentation and bullet point memo | 2.5% |
| - commodity chain analysis blog (1 group grade) | 5% |
| - "positive" e-poster (1 group grade) | 5% |
| 1 final reflective essay (individual) | 5% |
| Participation | 5% |
| Research paper | 40% |
| Class presentation (lecture) | 10% |
| Total | 100% |

Graduate students will also meet with the professor approximately every three weeks, outside of class time, to discuss their research projects.

FINAL GRADE BASIS:

A = 90% and above C = 70-79%
B = 80-89% E = 69% 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 GRADES in BlackBoard.

Final Exam Information

Date, time, location, other information

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Map Quiz: (5 % final grade)

Part of understanding Africa requires knowledge of geo-political boundaries. This demands some pure memorization, but if you learn something about each nation, then you are more likely to remember some of the simple details, such as name and location of a given country. This map quiz will include knowing the names and locations of each of the 54 countries in Africa, as well as knowing the former colonial power. You will be able to gain extra points by correctly identifying particular geographic features (certain rivers, lakes) on the African continent (this will require you doing a little research and finding a map that gives that information prior to the quiz). The Map Quiz will account for 10% of your final grade.

Exams: (2 exams, 15% each, total 30% of final grade) Blackboard (students must bring laptops to class).

During the semester there will be 3 exams covering material during the past period of the course. I plan to make these "blackboard" exams – you will need a laptop computer in order to do these exams. If you do not have access to your own lap top which you can bring to class, you can check one out from the library on the day of the exam, and bring it to class. It is your responsibility to come to class with a computer that can connect to the wireless network in the classroom. Exams will be multiple choice, fill in, short answer and short essay. Exams will cover all material from the last exam up to the current exam- regardless of where we are in course "sections."

Reflective Journal (Semester long, weekly Discussion board): (20% of final grade) –Blackboard discussion.

The course long **reflective journal** 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. Students are expected to post at least one entry on their journal 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).

Individual weekly journal posts should be 250-500 words (min and max). Responses to at least 2 other students' comments should be 50-150 words (min-max).

Weekly DUE DAYS for journal: Initial (individual) posts must be made by **6pm on Monday evenings**. Responses to other students' comments must be made **BEFORE class on Tuesdays, by 3pm**.

3 Group Assignments: (5%, 10% and 10%: total of 25% final grade) – turned in Via Blackboard

There are 3 “group” assignments, more info will come about each. Key information is that you will work in pairs or trios, in the history assignment you will choose a topic from a list; the other two will be short research projects on topics of your choosing.

- 1) “Moment in History” presentations and “memos” – Due Monday Feb 7 (memo), presentation Tuesday Feb 8
- 2) A commodity chain analysis in the form of a blog – Due Tuesday March 29
- 3) A “positive e-poster” related to current pop-culture, arts, business, etc (the topic must focus on a positive feature in current African social worlds). Due Tuesday April 26.

Final Essay : (10% of final grade) Turned in Via Blackboard.

This writing assignment (400-600 words) will challenge you to synthesize both content material from the semester, and your own opinions/reactions to the issues and ideas. The prompt for this assignment will be given out during week 15 of the class is due the following Monday (May 4, of finals week – if you want to turn the essay in earlier, that will be GREAT!).

Class participation: (10% of final grade, 5% mid term and 5% at the end of the semester).

This is a subjective grade, based on the instructor's evaluation of your in class performance. This class demands that students actively participate in the learning process through sharing of ideas, questions and reactions to class material and discussions. This grade includes occasionally leading informal class discussions, summarizing reading material, sharing reactions to readings, discussion, debate or in class activities, **INCLUDING POP QUIZZES!** Part of the “class participation” portion of the grade is also about developing your oral communication skills. In addition to becoming excellent writers, developing skills in oral communication is a crucial part of your undergraduate career. Class participation means facilitating, contributing and furthering class discussion, in relevant ways. You are each bright and thoughtful students, and your ideas, reactions and critiques are worth hearing.

MISSED EXAMS:

Make-up 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 quiz will result in a score of zero for that exam, unless an acceptable written excuse is presented within 36 hours of the missed quiz.

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 submit assignments on 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 students 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 (or another group of students, in the event of a group project).

Student Conduct

Students are expected to maintain decorum that includes respect for other students and the professor, to regularly log in to the Blackboard shell, check email, 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

CODE OF CONDUCT FOR DISCUSSION BOARD (and all electronic communication):

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages. Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, express hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language).

Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects (essays, Wikis), publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission.

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.

UNIT, TOPIC and IMPORTANT assignments/events Schedule.

See UNIT outlines for detailed readings and assignments.

- UNIT 1- COURSE INTRODUCTION
Thurs Jan 13-18
 - Post first journal entry by Monday Jan 17, 6pm.
 - Post first responses to other students' comments by Tues Jan 18, 3pm.
- UNIT 2- IMAGES OF AFRICA and ANTHROPOLOGY for better understanding.
Jan 18-31

- Post at least 1 journal entry by Monday Jan 24, 6pm (HEREAFTER, remember to post journal entries by EVERY MONDAY 6pm (except Spring Break – Mon March 14).
- Post responses to other students by Tues Jan 25, 3pm (HEREAFTER, remember to post responses to classmates by EVERY TUESDAY, 3pm).
- Map Quiz – Thursday Jan 27.
- UNIT 3 – A BRIEF HISTORY OF AFRICA
 - Feb 1-7**
 - “Moment in History” group presentations & memos (memos due Mon Feb 7)
 - Post at least 1 journal entry by each Monday (6pm).
 - Post responses to other students by each Tuesday (3pm).
- UNIT 4 - CULTURE, IDENTITY, FAMILY AND KINSHIP
 - Feb 8- Feb 28**
 - “Moment in History” Presentations Tuesday Feb 8
 - Post at least 1 journal entry by each Monday (6pm).
 - Post responses to other students by each Tuesday (3pm).
 - Exam 1 – Thursday Feb 24
- UNIT 5- FAMINE, FOOD, ECONOMY, RESOURCES AND SUSTAINABILITY
 - March 1 - April 4**
 - Post at least 1 journal entry by each Monday (6pm)- (not spring break March 14-18)
 - Post responses to other students by each Tuesday (3pm).
 - Group Commodity Chain Analysis Due Tuesday March 29
- UNIT 6- POPULAR CULTURE AND CURRENT ISSUES
 - April 5-28 (and May 6 for exam 3 during finals week)**
 - Exam 2 – Thursday April 14
 - Post at least 1 journal entry by each Monday (6pm).
 - Post responses to other students by each Tuesday (3pm).
 - Group E-Poster due, and presentation Tues April 26
 - Final Essay Due Monday May 2nd (first day of finals week, EARLIER is GREAT!)