Welcome and thank you for enrolling in this course! I think you will enjoy our time together!

Please take a few minutes to read the syllabus in its entirety. Exploring all the topics in this syllabus and doing all required readings and assignments will help you succeed in this course.

I am looking forward to working with you and having a great semester!

Professor Henry Codjoe
Course Information

Course Number/Title: First Year Experience Seminar - FYE 1200: Africa 101!
Reference Number (CRN): 80022
Number of Credit Hours: 2
Term/Year/Session/Length: Fall/2016/11/75 minutes
Class Day & Time: Section 11: Tuesday/Thursday (T/TR), 10:50 A.M. – 12:05 P.M.
Classroom: Peeples 115

Course Description

Most Americans know little about Africa. Indeed, popular representations of Africa produced in the media are marked by stereotypical images of African peoples, history and cultures. In an ever expanding global world, people are coming into increasingly greater contact with peoples of diverse cultural backgrounds very foreign to their own. Among the least understood of these examples in many western societies is the image of Africa and the vastly diverse people who inhabit the continent. Many westerners have been bombarded by a variety of biased and racist images and opinions that depict Africa as a monolithic “Dark Continent”, spawning only exotic animals, and “tribesmen” living in trees. But what can we make of this image of Africa? Where does it come from? And how has pervasive usage of terms like “tribalism” shaped how the world has viewed Africa throughout history? The purpose of this course is to critically assess the all-too-common framing of Africa as a continent of conflict, disasters and poverty, a region in dire need of external intervention. It is designed to provide students with an introduction to the social, cultural, political and economic diversity of the African continent in a much more positive way.

First Year Programs Mission Statement

The First Year Experience Program (FYEP) at Dalton State College provides first year students with a strong foundation in academic, life and social skills for continued development of a student’s progress towards graduation. This program works in collaboration with both faculty and staff based programs, and the FYEP is committed to assisting students in their transition from high school to college through intentional and co-curricular programming. FYEP will reinforce the value of a general education curriculum by exposing students to the concepts of citizenship, offering students chances to engage in critical thinking and through the promotion of holistic growth (personal, academic and social) through varied opportunities at Dalton State College.
First Year Programs Intended Student Learning Outcomes

Students will ...

- Acquire knowledge and examine strategies necessary for academic success.
- Acquire knowledge of interpersonal skills necessary to succeed in college and post-graduate life.
- Discuss and debate the importance of engagement and participation on campus and the larger community.
- Articulate the importance of gaining a global perspective to assist in understanding our increasingly interconnected world.

FYES 1200 Intended Student Learning Outcomes

Students will ...

- Engage in meaningful dialogue with a faculty member to encourage positive, sustained student faculty interactions.
- Identify the intellectual and practical skills necessary for academic success including critical and creative thinking, written and oral communication and teamwork and problem solving.
- Develop personal and social responsibility through active involvement with diverse communities and real world challenges.
- Demonstrate integrative and applied learning through the application of knowledge, skills and responsibilities.

FYES 1200 – Africa 101! Course Objectives

- To acquire basic and accurate knowledge of the African continent.
- To familiarize students with historical and contemporary constructions of the African continent.
- To introduce students to some of the many facets of African history, people, cultures and politics.
- To exercise and develop students’ skills of critical inquiry.

Required Text


Class policies

Attendance Policy

Attendance in this course is strictly encouraged; it is a necessary requirement for passing the course. There is no denying the fact that there is a link between attendance and success in a course. I will therefore take attendance every day and you will receive points on your final grade for coming to class regularly. Note that if you are not present, you will miss any assignments and projects completed in class that day. It will be difficult for students who miss class to earn an “A” in the course (regardless of how well you do on your assignments, quizzes, and tests). Indeed, students with more than four unexcused absences or unreasonable patterns of tardiness/lateness should expect to see this reflected in their grade regardless of the quality of their written work or exam. Also, excessive absence, tardiness or consistently disruptive early departure may be grounds for failure of the course. In fact, you are not permitted to arrive to class late. There is a 5-minute grace period where I allow you to enter late. After that, I will ask you to leave if you arrive late. One aspect of this course is attempting to create good academic behaviors and showing up on time is an important academic behavior to cultivate. If for any reason, you need to leave class early, please let me know ahead of time. In short, come on time and stay for the whole class. If you miss class, follow up with your fellow classmates. And
please contact me before the class meeting if you cannot attend due to illness or emergency.

**Officially Approved DSC Groups and Activities**

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

- notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);

- estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and

- contact information for the person or organization sponsoring/authorizing the student’s participation in the event.

The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc., that were scheduled on that date.

**Class Participation**

To do well in this course, you must also participate in class. Active participation includes taking notes, contributing to classroom discussions activities, joining in classroom activities, asking/answering questions, and following the classroom guidelines. Active participation also includes helping to foster a productive learning community and respecting other people’s opinions and perspectives. Always make an effort to read assigned materials carefully and critically before coming to class. Come to class with questions based on the readings for class discussions. I reserve the right to call on any student to participate in class discussions and/or answer questions. Ask questions when you don’t understand.

**Expectations of Student Conduct in the Classroom**

Throughout the professional literature, it is documented that effective teachers are knowledgeable, responsible, enthusiastic, energetic, interactive, cooperative, attentive, participatory, and have a sense of efficacy. These same professional behaviors will be expected of students enrolled in this
course. This is not a class where you will sit and take notes for the entire period. This is a class where the instructor expects that all students will be active participants in their learning. This means that you are expected to read the assigned texts before you come to class. You are encouraged to make note of any questions you have, so you can raise these questions during our class discussion. The learning environment is a social one, and it beholds us to all contribute to in a positive way. Therefore, conversation should be related to the discussion at hand and comments should not be directed toward specific individuals. Private conversations or any other activities which might distract class members are non-productive to the learning environment, so please be courteous and avoid them.

Furthermore, help create a productive learning environment by refraining from disruptive behavior such as texting, engaging in side personal conversations, note passing, studying for other classes, watching videos on your computer, updating your Facebook status, sleeping, or anything else that might distract the people around you. Students who persist in disruptive behavior may be asked to leave the class and will be marked absent for the session. Once in class turn off your cell phone, or put it in vibration, silent, or inactive mode. Also, you can use your laptop or tablet only to facilitate note-taking. I reserve the right to ask any student to shut down his/her laptop or tablet if the student is using the said tool for non-note-taking activities that may distract fellow students. Do not record – audio or image/visual – any aspect of class activities without the instructor’s permission. And complete assignments by the due dates as listed on the course schedule or contact me in advance if you cannot finish an assignment on time.

Classroom Behavior

Respect is the only ground rule we have in this course. I will treat you with respect, and expect you to treat me and your fellow students with respect. In discussing controversial issues it is important that students feel comfortable expressing their opinion, yet it is imperative that you refrain from using derogatory or offensive language. Dalton State is committed to respect via the Roadrunner Respect pledge. To learn more, please visit https://www.daltonstate.edu/campus_life/respect-photo-gallery.cms.

Access Statement for Students with Disabilities

Students with disabilities or special needs are encouraged to contact the Disability Access office. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the Disability Access Library Guide at: http://libguides.daltonstate.edu/c.php?g=24716&p=149667 or contact the Disability Access office.

Contact information:
Andrea Roberson, Associate Director of Disability and Student Support Services
Pope Student Center, upper level
706/272-2524
groberson@daltonstate.edu

Title IX Statement

Sex Discrimination, Harassment, and Assault

Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of interfering with, denying or limiting someone’s ability to
participate in or benefit from the college’s educational program and/or activities, and is based on power differential (quid pro quo), the creation of a hostile environment, or retaliation.

Sexual misconduct is a form of sexual harassment prohibited by Title IX. Sexual misconduct refers to “physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.” Sexual misconduct includes dating violence, domestic violence, rape, sexual assault, sexual battery, stalking, and sexual coercion.

**Reporting Options**

Call 911 if you are in an emergency situation

**Dalton State Public Safety** (this report is not confidential)
Tech Building: Upper Level - 706-272-4461
Online Sexual Assault Report -
[https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724c-a8bd-4a31-9c25-1a3d35110a51](https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724c-a8bd-4a31-9c25-1a3d35110a51)

If you would like to report to *Dalton State Administration*: (this report is not confidential)
Report Title IX complaint online - [http://daltonstate.edu/campus_life/student-conduct-about.cms](http://daltonstate.edu/campus_life/student-conduct-about.cms)

**Report Student-on-Student Title IX complaint in person:**
Brittnie Lee, Office of Dean of Students
Assistant Director for Student Conduct / Deputy Title IX Coordinator
Pope Upper Level
balee@daltonstate.edu, 706-272-2999

**Report Title IX complaint involving Faculty or Staff in person:**
Lori McCarty, Human Resources
Director of Human Resource/ Title IX Coordinator
Memorial 122
lmccarty@daltonstate.edu, 706-272-2034

If you would like to talk with someone confidentially:
**Dalton State Counseling Center**
Library 236/237
706-272-4430
[counseling@daltonstate.edu](mailto:counseling@daltonstate.edu)
[http://libguides.daltonstate.edu/Counseling](http://libguides.daltonstate.edu/Counseling)

**Emergency Instructional Plan**

If the college is closed for inclement weather or other conditions, please consult the course calendar in your syllabus in order to complete the assigned readings. Then, check your email for additional assignments, activities, and due dates. If it is not possible for me to email you additional assignments because of loss of power, please write a summary of the assigned readings or at least 2 questions based on the readings that we would have covered in class and bring them to the next class. I will also be available to answer questions through email (assuming, of course, there is power).
Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

Course Requirements and Grading

This is generally a short survey level course, which is largely based on reflective reading and writing — making you to be consistently challenged to critically think about the world around you. With this in mind, there are some academic behaviors you can engage in that will significantly increase your likelihood of success in this course: attend class regularly and participate actively; complete all assignments; and come to class prepared (having completed the readings) and ready to contribute. In order to avoid receiving an “F” [failing] or “I” [incomplete] grade as your overall course grade at the end of the course, you must satisfy all the requirements under Grading/Student Evaluation listed (p. 8) and explained below:

Attendance and Participation

The daily presence as well as each student’s contribution to class “life” is important. This is your class, and without your presence and ongoing contributions, we may not realize our individual and group objectives.

African Continent Map Quiz

Understanding and knowing about modern Africa requires a grasp of geography and names of African nations, to dispel the notion idea that Africa is a country. The map quiz on modern Africa will offer an opportunity to pull together what you have learned in a graphic form about the countries that constitute the African continent.

Facts Quizzes

There will be two short answer/questions about some basic facts and knowledge on Africa covered in the course through the lectures and textbook.

Reflective Paper

Students will write a reflective paper on Africa and submit on the last day of class. This is in order for students to include in their paper their prior knowledge about Africa and what they now know or think about Africa after taking this course. Honesty is essential for this assignment.

Group Presentation and Written Analysis

Each group will be assigned several chapters in the text to explore Africa through the various topics covered in the text. Your group will complete a presentation to present to the class during the last week of the course. Your presentation will include main points and issues discussed. A 2-3 page critical analysis of your presentation should accompany your presentation.

Course Grade

Evaluation will be based on class attendance/participation, the map quiz, two facts quizzes, a reflective paper, and group presentation.
Grading Scale

Grades will be based on percentage of total points possible as follows:
A = 100-90: Excellent work. The student demonstrates exceptional mastery of course material.
B = 89-80: Good work. The student demonstrates above average knowledge of the course material.
C = 79-70: Passing work. The student demonstrates satisfactory understanding of the course material.
F = 69-0: Failure. The student demonstrates inadequate/minimal knowledge of the course material.

Grading/Student Evaluation

<table>
<thead>
<tr>
<th>Activities/Assignments</th>
<th>Points</th>
<th>Due Date</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>20</td>
<td>Ongoing</td>
<td>Instructor assignment roster</td>
</tr>
<tr>
<td>Africa Facts Quiz 1</td>
<td>20</td>
<td>September 13</td>
<td>Short answer questions</td>
</tr>
<tr>
<td>Group presentations</td>
<td>20</td>
<td>September 22</td>
<td>Instructor guidelines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September 27</td>
<td></td>
</tr>
<tr>
<td>Africa Reflective Paper</td>
<td>10</td>
<td>October 4</td>
<td>Instructor guidelines</td>
</tr>
<tr>
<td>African Continent Map Quiz</td>
<td>10</td>
<td>October 4</td>
<td>Blank African map</td>
</tr>
<tr>
<td>Africa Facts Quiz 2</td>
<td>20</td>
<td>October 4</td>
<td>Short answer questions</td>
</tr>
</tbody>
</table>

Drop/Withdrawal Statement

As this course is a FYES course, you are not permitted to drop this course unless you are withdrawing from all your classes.

Workforce Development

If a student is receiving aid administered by the DSC Workforce Development Department drops this class or completely withdraws from the College, the Schedule Adjustment Form must be taken to the Workforce Development Offices as shown below:

Workforce Investment Act Office Hours

**TECH 223/Scott McNabb**
8am - 4:00pm
Monday, Tuesday, Wednesday, and Friday
706-272-2635 or smcnabb@daltonstate.edu

**Department of Labor**
8:30am – 2:30pm Thursday

**TECH 224/Krista Kennedy-Leonard**
8am - 4:00pm Monday - Friday
706-272-4499 or kkennedy@daltonstate.edu
Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of class</td>
<td>Tuesday, August 16, 2016</td>
</tr>
<tr>
<td>Africa facts quiz 1 (in-class)</td>
<td>Tuesday, September 13, 2016</td>
</tr>
</tbody>
</table>
| Group presentations                | Thursday, September 22, 2016  
                                  | Tuesday, September 27, 2016  |
| Africa reflective paper due        | Tuesday, October 4, 2016 |
| African continent map quiz (in-class) | Tuesday, October 4, 2016 |
| Africa facts quiz 2 (in-class)     | Tuesday, October 4, 2016 |
| Last Day of Class                  | Tuesday, October 4, 2016 |

These dates are critical for this course. Additional critical dates for this course can be found by clicking the appropriate term links in the online calendar at the Dalton State College Website.

College Resources

Dalton State College offers many resources to help you become successful in your course and academic career. A brief description of some of these resources follows.

Library and Learning Commons

The Roberts Library Learning Commons (LLC) is an instructional area of the College designed to offer a variety of teaching, learning, and research resources to students enrolled in courses at Dalton State. LLC services include individual and small group tutoring; traditional and virtual library services and materials; subject-specific instruction including orientations; free workshops; study areas; and access to tutorials, computers, and multimedia technology. Click here to access the LLC website.

Writing Lab

Dalton State provides assistance with advanced writing tasks for all subject areas throughout the College. For more information, please consult this link: https://www.daltonstate.edu/academics/liberal-arTS-writing-lab.cms.
Course Schedule

The Calendar of Activities is a summary of the weekly lessons and course activities.

**Note:** The instructor reserves the right to modify this syllabus. You will be notified of any changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue, Aug. 16, 2016</td>
<td>-Course introduction</td>
<td>-Professor and student introductions</td>
</tr>
<tr>
<td></td>
<td>-What do you know about Africa?</td>
<td>-‘Housekeeping’ activities</td>
</tr>
<tr>
<td></td>
<td>-Africa is not a country!</td>
<td>-Activity: What comes to your mind when you hear ‘Africa’?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Professor Q&amp;As</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Keim, chapters 1, 2</td>
</tr>
<tr>
<td>Thu, Aug. 18, 2016</td>
<td>Africa Facts I</td>
<td>-Instructor notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Keim, chapters 5</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue, Aug. 23, 2016</td>
<td>Africa Facts II</td>
<td>Instructor lecture and notes</td>
</tr>
<tr>
<td>Thu, Aug. 25, 2016</td>
<td>Attitudes, biases, myths and stereotypes About Africa</td>
<td>-Instructor lecture and notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Keim, chapters 8, 9, 10</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue, Aug. 30, 2016</td>
<td>African historical foundations</td>
<td>-Instructor lecture and notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Keim, chapter 3</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu, Sept. 1, 2016</td>
<td>African cultures and society</td>
<td>Instructor lecture and notes</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue, Sept. 6, 2016</td>
<td>Religion in Africa</td>
<td>Instructor lecture and notes</td>
</tr>
<tr>
<td>Thu, Sept. 8, 2016</td>
<td>African connections to the world</td>
<td>-Instructor lecture and notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Keim, chapter 4</td>
</tr>
</tbody>
</table>
## Course Syllabus

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Topic(s)</th>
<th>Readings/Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, Sept. 13, 2016</td>
<td>Facts Quiz 1</td>
<td>Short answer-questions</td>
</tr>
<tr>
<td>Thu, Sept. 15, 2016</td>
<td>Modern Africa – Innovation and Ingenuity</td>
<td>Instructor lecture and notes - video clips</td>
</tr>
</tbody>
</table>

### Week 7

<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>Readings/Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, Sept. 20, 2016</td>
<td>The Africa you don’t see on American TV</td>
</tr>
<tr>
<td>Thu, Sept. 22, 2016</td>
<td>Group presentations</td>
</tr>
</tbody>
</table>

### Week 8

<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>Readings/Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, Sept. 27, 2016</td>
<td>Group presentations</td>
</tr>
<tr>
<td>Thu, Sept. 29, 2016</td>
<td>-Wrap-up and review -Reflection -What you have learned -Questions</td>
</tr>
</tbody>
</table>

### Week 9

<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>Readings/Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, Oct. 4, 2016</td>
<td>-Fact Quiz 2 -African continental map quiz</td>
</tr>
</tbody>
</table>

### Important Reminder

The course syllabus will be made available to you electronically and explained to the class during the first day of class. I will not spend a whole amount of time describing the syllabus. Of course, the syllabus will be our guide as we journey through the course and be of constant reference. It is your individual responsibility to understand and follow all the guidelines in the syllabus: course description, course objectives, learning outcomes, reading assignments, quizzes, paper, due dates, etc. Should any changes occur, e.g., due to inclement weather, in the daily/weekly schedule of classes, etc., I will announce it in class and/or via group e-mail. If you don’t understand any aspect of the course outline or syllabus, please ask me for clarification.

### The Next Step

I hope you will enjoy exploring this syllabus and find it useful. Your next step is to become familiar with its contents and begin reading assignments for Week One.

Enjoy the class!