

# **SOCI 4434 – Sociocultural Landscapes and Emerging Social Issues in Africa**

## **POLS 4455 – International Relations of Africa**

**KSU GHANA SUMMER STUDY ABROAD: July 1-22, 2017**

**Directors/Course Instructors:** Sam Abaidoo, Ph.D.

**Meetings:** M/W 8:30 – 11:00 am

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### **Brief Course Description**

This course is intended to provide a background for critical analysis of social and political issues in contemporary Africa, especially sub-Saharan. The focus will begin with a contextualization of emerging social issues within the sociopolitical history of Africa, including an examination of the effects of global realignments, slavery, colonialism, imperialism and post-colonial military adventurism. Attention will be paid to the multiple roles of social movements, resistance, and alternative consciousness that emerged during the immediate post-colonial era. This will include an examination of Pan-Africanism and anti-colonial nationalisms. These will be followed by a critical engagement of contemporary international relations of African states with particular attention to the challenges and opportunities of transformations in their domestic, regional and global relations, including political and economic reforms, alongside regional approaches to economic development and conflict resolution, as well as how transformations in external relationships continue to dominate contemporary African international relations. Relevant learning will not only occur in the classroom, but during several field trips.

### **Course Strategies**

This course will involve assigned readings by the students and *critical discussions* in the classroom during the study abroad period. Participation in class discussions is expected. Students would be expected to come to class with discussion points and questions ready for discussions.

There will be several field visits to centers of learning, such as the DuBois Center, museums, palaces, and slave castles. During these educational visits students will be expected to engage in sociological observations, ask questions, interact and learn from instructors and staff of sites visited. Students will also discuss their observations with host families and include

those in their written reflections.

### Course Goals

1. To help students gain an appreciation of the nature of emerging social and political issues in Africa.
2. To provide a deep social, historical and political framework in which these issues can better be contextualized and understood.
3. To provide students with an understanding of the relative roles of endogenous and exogenous factors, as well as the interplay of these two factors, in shaping these social and political issues. This will include extensive consideration of the role of long-term and more recent African Diaspora.
4. To help students understand some of the discernible implications and impacts of the social-political issues for the future of Africa and African peoples.
5. To guide students in a critical examination of the nature and efficacy of emerging responses and remedies to the identified social and political issues.

### Texts

Walter Rodney. 1982 [1972] How Europe Underdeveloped Africa, Washington, D.C.: Howard University Press.

Asamoah, Ansa, 2001. On Social Change in Sub-Saharan Africa: A Guide to the Study of the Process of Social Transformation, Accra: CAF Publication Services.

John W. Harbeson and Donald Rothchild, 2013. Africa in World Politics: Engaging a Changing Global Order, 5<sup>th</sup> Edition, Boulder, CO: Westview Press.

## **Assignment**

### Personal Observation, Reflection and Analyses Folders

During the study abroad, students will **observe and document** social patterns, practices, and manifestations of social issues discussed in class. Students should write brief **reflection comments** on the observations they make. These reflections need to be informed by informal interviews with key informants in the community, including students' host families. The informal interviews/inquires will help students put their observations in broader contexts.

Students' observations should also draw from different media such as print-news, television and African movies that they can access on television and/or from their homes. The media-based observations in particular can be good subjects for students' **analyses**. Students will share selections from their findings/observations with the class on a regular basis (in class and/or during field trips). Towards the end of the study abroad period the folders/portfolios containing the observations, associated reflections and analyses will be handed in, with the student's name printed on the index tab (it will be easier to get your empty folder ready before the study abroad begins).

The personal observations part of the portfolio will consist of documenting statements, experiences, comments, and conversations about Africa that students participate in, experience or witness during the study abroad. The observations will therefore be both participant and non-participant in nature. Students will write brief descriptions of such observations, what happened and how, including any other relevant information, and what response (if any) the student had to these events. Students are asked to share in class and on field trips only the observations and reflections they feel comfortable sharing. Again, students should record whatever relevant citation material they can for these observations, including place, time, date, circumstances, and then place them in the folder.

Students should include in the folder a brief overall **analysis** of the materials they have collected and/or the observations they have recorded. The analysis of all the collections/observations will not exceed 4 pages. **Students should properly document their recorded observations** [publication name, date, page number, movie title, television program title, date, time etc.]

To recap there will be three parts to the folders to be submitted. These are observations; reflections and summative or overall analyses. This assignment will be discussed further during pre-departure orientation and also in class. Folders should be letter [A4] size, color does not matter.

### Reading Presentations

Each student will be asked to present a very short summary and commentary on one of the chapters or a portion of a reading, one time during the study abroad. Presentations should highlight main points in the reading, students' understanding of the readings and the theories it contained or which are applicable, and finish with several short questions for us to consider as basis for class discussion. These presentations will be short, between ten-fifteen minutes in length.

### Attendance Policy

Attendance in all classes is required and will be excused only in serious, documented circumstances. Students should come to class prepared to transform their reading and analysis into critical discussion.

### Participation Requirement

It is required that students participate in the discussions each week. The format of the course is based upon short lectures and guided weekly discussion themes. The bulk of our time will be spent in discussion of the readings and relevant social issues. **10%** of final grade will be determined by class participation as a partial measure of individual work on the readings. A good idea is to generate a list of questions, during and after reading the week's assignments, about anything that comes to mind relative to the readings, so that in class you will have questions ready to enter the discussion with.

Fieldtrip Engagement – Another aspect of participation will be how well and often students engage in educational interactions during fieldtrips. This could be in the form of students sharing/discussing new observations, reflecting on readings, cultural adjustments and what is being learnt in the process. This activity will involve both spontaneous and intentional engagement. **10%** of the final grade will be determined by this activity. The study abroad

director will give periodic feedback to students on this activity.

Students needing any particular considerations in this regard (reasons they feel that they cannot participate) should bring these to the instructor's attention near the beginning of the study abroad. Reasonable concerns will be considered, but otherwise, all students will be asked to make to participate.

Grading

Two Levels of Participation	.....	20%
Documented Personal Observations, Reflections and Analyses	.....	60%
Class Presentations	.....	20%

<b>A: 90 – 100%</b>	<b>B: 80 – 89%</b>	<b>C: 70 – 79%</b>	<b>D: 60 – 69%</b>	<b>F: 59% or less</b>
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# **WEEKLY READING AND DISCUSSION SCHEDULE**

**Lecture Outline:** (This outline may be altered to accommodate contingencies)

## **Pre-Departure**

Overview and Introduction: **The Social History of Africa and the Nature of Pre-Colonial African Social Systems**

- Walter Rodney pp. 31-82.
- Ansa Asamoah: chapters 1&2

## **Week 1**

**Africa in the World Economic System, Colonialism and the Problem of Development**

- Walter Rodney pp. 82-281
- Ansa Asamoah, chaps. 3 & 4
- Harbeson and Rothchild, chaps 3 & 4

## **Week 2**

**Transitions: Colonial to Post-Colonial Era, Neo-Colonialism, Post-Colonial Practices and their Consequences**

- Ansa Asamoah, chap. 5-6
- Harbeson and Rothchild, chaps. 5, 6 and 9

## **Week 3**

**Emerging Social Issues, Future Patterns and Implications of Change in Africa**

- Ansa Asamoah, chap. 7
- Harbeson and Rothchild, chaps. 10, 13 and 14