Images of Africa  
Fall 2002 Tutorial  
- Syllabus -

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Office Hours: 2:15-4:15 pm Tuesday, Thursday; or by appointment.

Class Meetings: Tuesday and Thursday: 8:00 – 10:00 am in Science 1021

Objectives: To continue developing skills that are integral to successful learning at Grinnell College: written and oral communication, information literacy and academic planning.

Context: John Reader compiled a remarkable history of Africa in his book *Africa: Biography of a Continent* (1996). We will use this volume as a central reference for our consideration of the origins of various Anglo-American images of an incredibly diverse continent and its people. In addition, we will examine recent fictional and non-fictional texts and films to explore the effects of these images on current perceptions of African politics, culture and environment.

Texts: (Note the abbreviations used to refer to each text in the course schedule below)

Additional Reading and Visual Assignments: In addition to assignments from the above texts, I will also assign short readings from primary sources or periodicals (items marked with * below), as well as videos when they are relevant to our class discussions. Please also try to follow African news stories throughout the semester. Visit the library regularly to peruse the newspapers, or set up links to your favorite online African news sources. I advise that you choose a major British or American newspaper as well as a daily or weekly newspaper printed in Africa. We will establish a list-serve for the class and will thus be able to share news articles that inform our discussion throughout the semester.

Evaluation: Your performance in this course will be evaluated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>1. 1 page essay</td>
<td>15</td>
<td>29 August</td>
</tr>
<tr>
<td>2. Two 100-200 word arguments</td>
<td>30</td>
<td>5 September</td>
</tr>
<tr>
<td>3. 2-3 page essay:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Thesis statement &amp; outline</td>
<td>20</td>
<td>17 September</td>
</tr>
<tr>
<td>b. Final draft</td>
<td>70</td>
<td>26 September</td>
</tr>
<tr>
<td>c. Peer review exercise</td>
<td>35</td>
<td>1 October</td>
</tr>
<tr>
<td>4. Academic honesty exercise</td>
<td>15</td>
<td>19 September</td>
</tr>
<tr>
<td>5. 1-3 page essay (story interpretation)</td>
<td>50</td>
<td>19 November</td>
</tr>
<tr>
<td>6. 4-6 page essay:</td>
<td></td>
<td></td>
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<tr>
<td>a. Concept note</td>
<td>20</td>
<td>17 October</td>
</tr>
<tr>
<td>b. Oral presentation: intro. &amp; outline</td>
<td>40</td>
<td>21 &amp; 26 November</td>
</tr>
<tr>
<td>c. Final draft</td>
<td>75</td>
<td>12 December</td>
</tr>
<tr>
<td>7. Discussion coordination</td>
<td>40</td>
<td>8 Oct. (A); 15 Oct. (B); 29 Oct. (C), 5 Nov. (D)</td>
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<tr>
<td>8. Participation</td>
<td>40</td>
<td>throughout semester</td>
</tr>
<tr>
<td>9. Portfolio: analysis &amp; revision</td>
<td>50</td>
<td>18 December</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>500</strong></td>
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</table>
Course grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>70-76%</td>
<td>C</td>
</tr>
<tr>
<td>60-70%</td>
<td>D</td>
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<tr>
<td>&lt; 60%</td>
<td>F</td>
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I do not adjust student grades to fit an ideal curve, but may, at my discretion, alter the above assignment of course grades downwards. Your course letter grade may thus be higher than your earned percentage, but never lower.

If you are concerned about your grade, please contact me promptly so that we can evaluate your progress and consider ways to help you improve your performance on subsequent graded assignments.

**Class Policies:**
1. College policy should guide your conduct in this class (see The Grinnell College Student Handbook).
2. Each class period is an integral part of the course, and hence attendance and participation is essential. It is your responsibility to notify me as soon as possible if you must miss a class because of a college-scheduled event or any other unavoidable absence. An excused absence from class requires written verification from the Office of Student Affairs or the Student Health Service.
3. Papers and oral presentations missed without a verified absence will receive 0 points. Late assignments will be docked 5 points a day.

**Class Schedule:**
Below is an outline of the course schedule, providing perspective on when the various assignments are due. Note that all assignments should be completed by the day assigned and therefore it’s important that you plan ahead to provide adequate time for revising written assignments and critical readings for class discussion. On Thursday of each week, I’ll provide explicit details about next week’s assignments (e.g. focus questions/ideas for the reading, deadlines for submitting your questions for discussion etc.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td><strong>I. Perspective</strong></td>
<td>Assignment 1 due</td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td>Aug. 29: Discussion:</td>
<td>F&amp;H: 3-14; 20-25, 127-129</td>
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<tr>
<td>Introduction to course context &amp; objectives</td>
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<tr>
<td>Introduction to the Writing Lab with Judy Hunter</td>
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| Week 2    |             |
| Sept. 3 Interactive group work: | Gordon: 110-117* |
| Identifying Anglo-American images | F&H: 15-19 |
| Video: The African Queen |  |

| Sept. 5  | Assignment 2 due |
| Discussion: | F&H: 34-76; 135 -184 |
| Reader’s perspective & thesis | R: ix – xii |
| Writing paragraphs: topic sentences and arguments |  |
| Further work on A-A images |  |

| **II. Historical reckoning** |  |
| Week 3    | R: 1-98 |
| Sept. 10 Interactive lecture & library work (Kevin Engel): | F&H: 77-92; 97-103 |
| Introduction to library resources | 2-3 ideas for Assignment 3 |
Sept. 12 Discussion
   Structural analysis of R: Chaps. 2 & 5
   Analysis of Reader’s writing style, considering
   thesis and topic sentences, arguments, and organization.
   Use all reading to date but focus on Chaps. 2 & 5.
   Hand out academic honesty exercises (assignment 4).

Week 4
Sept. 17 Discussion
   Reader’s Part III: “African Options”
   Using and abusing sources
   Assignment 3a due

Sept. 19 Discussion
   Africa’s earliest documented civilizations I
   Assignment 4 due

Week 5
Sept. 24 Discussion
   Early African civilizations II: Early trade & environmental realities
   R: 99-189
   F&H: 104-112
   Assignment 3b due

Sept. 26 Discussion
   Early African civilizations III: Effects of commercial transactions
   Assignment 4 due
   R: 193-237
   R: 239-288
   Video: the Lost City of Zimbabwe

Week 6
Oct. 1 Small group work: peer review
   Peer review exercise of 2-3 page paper.
   Establish discussion groups for Assignment 7
   Assignment 3c due

Oct. 3 Discussions
   a. Learning from peer review and discussions
   b. Early motives of Europeans in Africa
   KJ works w/ Group A on discussion prep. for Oct. 8.
   R: 325-369

Week 7
Oct. 8 Student-led discussion
   Group A leads discussion on the African slave trade
   & primary sources TBA
   R: 369-445

Oct. 10 Discussion
   Critical analysis of visual media
   Content of video
   Critique of Group A’s discussion
   KJ works w/ Group B on discussion prep. for Oct. 15.
   Videos: A son of Africa, (slave narrative)
   Unearthing the slave trade

Week 8
Oct. 15 Student-led discussion
   Group B leads discussion on the settlers of southern Africa
   R: 449-524

Oct. 17 Discussion
   Review video
   Introduce Assignment 5 and A&I
   KJ works with Group C on discussion prep. for Oct. 29.
   Assignment 6a due
   Video: Cry, The Beloved Country
   R: 525-578

Fall Break 18th-28th
Week 9
**Oct. 29** Student-led discussion
Group C leads discussion on the partitioning of Africa

**Oct. 31** Individual tutorials
Review plans and concept notes for Assignment 6
Meet with KJ regarding Assignment 6 (10-15 minutes)
KJ works with Group D on discussion prep. for Nov. 5
Students work on Assignment 5 (& 6)

Week 10
**Nov. 5** Student-led discussion
Group D leads discussion on the groundswell towards independence for all Africans

**Nov. 7** Group advising meeting.
Students work on Assignments 5 (& 6).

Week 11
**Nov. 12** Individual advising meetings
Develop draft academic plan for discussion
Students work on Assignments 5 (& 6).

**Nov. 14** Individual advising meetings
Develop draft academic plan for discussion
Students work on Assignment 5
Revised Assignment 6a due for class distribution

Week 12
**Nov. 19** Individual advising meetings
Assignment 5 due
Develop draft academic plan for discussion

**Nov. 21** Oral presentations
Assignment 6b due

Week 13
**Nov. 26** Oral presentations
Assignment 6b due

THANKSGIVING BREAK Nov. 27 – Dec. 2

Week 14
**Dec. 3** Discussion
Thematic analysis of origins of African images I.
Critical review of class notes

**III. Implications & Solutions?**
**Dec. 5:** Discussion
Critical review of Reader
Review of Reader’s thesis and objectives. Does he achieve his goal?

**Dec. 10:** Discussion
Video-taped interviews of Achebe, Gordimer & Mandela
Reading: Rhode: “How we see each other”

**Dec. 12:** Discussion
Assignment 6c due
New images on the horizon: why is the US interested in Africa now?
Various readings

Finals Week: Portfolio due on 18 December (Weds).
Assignment 9 due