

AFRICAN PERSPECTIVES on JUSTICE, HUMAN RIGHTS, and RENEWAL

INTERDISCIPLINARY COURSE 100

Winter Semester 2013

Tuesdays, Thursdays 1:10-2:30pm, Pettengill Hall G65

Teaching Team: Leslie Hill, Elizabeth Eames

Associated Faculty: Alexandre Dauge-Roth, Patti Buck, Sue Houchins



FACULTY OFFICE HOURS and CONTACT INFORMATION:

LESLIE HILL: MONDAYS 3-4 AND THURSDAYS 9-10, PETTENGILL 167, lhill@bates.edu

Elizabeth Eames: Tuesdays and Thursdays 2:30-4, Pettengill 159, eeames@bates.edu

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COURSE DESCRIPTION

This team-taught course introduces students to some of the experiences, cultural beliefs, values and voices shaping contemporary Africa. The course forges students' critical capacity to resist simplistic popular understandings of what is taking place in the continent and works to refocus our attention on distinctively "African Perspectives." We study the impact of environmental, cultural and socio-political diversity as well as how the politics of ethnicity, religion, age, race and gender influence interactions and relationships in daily life. Via a series of faculty lectures, including some from guest scholars, we will examine case studies from various regions. We investigate historical patterns and current structures to understand how they configure Africans' options and responses to events and ongoing processes shaping their societies. Doing so enables us to take seriously *African perspectives on justice, human rights*, as well as possible paths to *renewal*. Students contribute to learning in this course through research to augment their own and classmates' knowledge about a specific issue within a particular region. INDS100 is primarily for first and second year students with little critical knowledge about Africa, and is cross-listed in Anthropology, Education, French and Politics. It serves as the introduction to Bates' General Education Concentration "*Considering Africa*" (GEC 022).

LEARNING GOALS

Upon completion of the course, students will

- be familiar with the rich diversity of African environments, histories, cultures, and social systems;
- recognize the complexity of forces shaping ideological systems, political and economic structures, and social processes in a variety of settings;
- be practiced at locating a variety of African voices on issues of the day occurring within a country, on the continent, or around the globe;

In addition, students will develop and refine skills that enable them to

- read new materials with critical attention to their origins and purpose;
- develop astute questions for studying cultural processes, social interactions, and different (and related) sets of power relations; and,
- investigate and demonstrate knowledge of an important issue to a non-specialist but curious audience.

APPROACH

This course was developed by a team of faculty with keen interest in African Studies. While one faculty member (this year, Leslie Hill) takes the lead for conducting the course and coordinating class logistics throughout the semester, each member of the faculty team contributes. In addition, other scholars who study Africa through the lenses of their own academic disciplines will make presentations to the class. Students are expected to work in groups *throughout the semester* to develop a major presentation, and will be asked from time to time in class to assemble in small groups to review materials. With many contributors to learning, this course is broadly collaborative.

Similarly, the classroom is a shared space where everyone is expected to assume responsibility for the learning that takes place here. The quality and vitality of our interactions depend upon the commitment of each individual class member to prepare thoroughly for class, engage actively with others, and respond with discussion and feedback. Use the texts, materials and discussions to deepen your curiosity; and, remember that it is more valuable to be curious and thoughtfully engaged than it is to be “right.” We invite you to share your curiosity, observations, and questions because they will offer additional paths to learning about the subject and will help us achieve the learning goals.

COURSE REQUIREMENTS:

- The Bates College Bookstore has in stock three books required for class
 - Buck, Patricia and Rachel Silver, *Educated for Change? Muslim Refugee Women in the West*. Charlotte, NC: Information Age Publishing, 2012.
 - Dauge-Roth, Alex. *Writing & Filming the Genocide of the Tutsis in Rwanda*. Lanham, MD: Lexington Books, 2010.
 - Gordon, April and Donald L Gordon, *Understanding Contemporary Africa*. Boulder, CO: Lynn Reiner Publishing, 5th ed., 2013.
- Other materials, including the play *Anowa*, will be posted to Lyceum.
- DVD films are on reserve in Ladd Library.
- Assignments are listed on the day they are due.
- Attendance is expected at every class session. Any student missing more than two sessions without a dean's excuse will fail. Please note class session meeting dates and plan your break travel accordingly. If you are sick – especially if you are afflicted with something contagious – do not come to class, get a dean's excuse. Obviously, be sure to get notes, handouts and other materials to ensure that you don't miss anything important from that day's class.
- High participation grades come with good attendance and active, thoughtful, consistent class participation, revealing thorough preparation and engagement. This means contributing your own ideas as well as providing constructive responses to others' oral and written comments. B level work means that your participation is of high quality, but not consistent, or you share your own ideas frequently, but may not pay much attention to others' comments. You would receive C level points if your participation were thoughtful but infrequent, or regular but perfunctory, yet still revealed a satisfactory level of preparation and competence when offered. Few points would accrue if your participation were rare and/or revealed poor or careless preparation. Remember that consistent attention to those 'African Perspectives' of our course title is essential for success on this front.
- Students will work together in small groups to make brief Contextualizing Presentations to the class.
- Students will also work together in small groups to research, design and develop a Poster Presentation for the Mt. David Summit.

- Assignments include:
 - Attendance at two designated Martin Luther King, Jr. Day events and a one-page “MLK, Jr. Day Memo” (see instructions on the Semester Schedule)
 - A two-page “Briefing Memo” about a critical topic of interest to people living on the continent. (We will brainstorm ideas for topics in class during the first week).
 - A map quiz to be held during February 7th class session; a study guide will be provided in advance.
 - Small groups will provide the class with Contextualizing Presentations
 - A semester long project culminates in a poster presentation at Mt. David on March 29th
 - Two short exams
- Instructions for all written work appears on Lyceum as General Guide for Papers document.
- Each and every assignment must be completed to pass INDS 100. Assignments must be turned in on time in class on the day they are due. Late submissions *may* be accepted *if* permission from the lead instructor (Hill) is granted in advance; requests – due to an emergency – must be made *no less than 24 hours prior* to the due date. Such late work will lose one-third of a letter grade for each day overdue.
- If you have a documented Learning Difference, please let Professor Hill know as soon as possible. Faculty will work with the Dean of Students office to ensure that you have what you need to do your best in the course. This may extend to special dispensation to employ digital equipment in class, but see etiquette section below.
- If something is unclear, it is your responsibility to seek clarification. Do not hesitate to ask.

RESOURCES

In order to assist you in gaining insight into “African Perspectives” on course issues, we have included links on the Lyceum page to several RSS feeds from African media sources. In addition, you should consult the “Resources for African Studies” list early and often as you prepare for class discussions and various assignments.

CLASSROOM ETIQUETTE:

We expect you to remain in the classroom during the entire session out of respect for guest lecturers and student presenters. Be sure to attend to your personal needs before class.

Computers, cell phones, tablets and other electronic devices are not allowed to be open during class meeting times. When you enter class, please turn your cell phone and other devices off. If you use one of these during a class session, you will be warned; if you do so again, you will be asked to leave and counted as absent.

Once or twice during the semester, we may ask you to bring your laptops to a class session for use in a specific exercise. That is the only time when computer use during class time will be allowed. You will be notified in advance when we want you to bring your laptops.

COURSE POLICIES

Professor Hill is the lead instructor for the 2013 course. Although assessments of class dynamics and student work will be made by the faculty team, the lead instructor will handle all inquiries and decisions about classroom and course logistics (posting readings, collecting assignments, adjusting dates, receiving Dean's excuses, etc.). **Please see Professor Hill if you have any questions, want clarification or assistance, wish to make suggestions, or discuss anything related to the class.** Personal contact is preferred, and the best way is to come by her office during office hours (see top of the syllabus). Next best is to talk right after class; if that's not available, then use that moment to make an appointment for when you can come by. Notes left on Professor Hill's office (P'gill 167) door and phone messages work well too. If no answer, please leave a message; a note and the flashing red message light usually get prompt attention. Or, write an email message. You will get response to **email** messages usually within 48 hours on weekdays during business hours.

Professors Eames, Buck, Dauge-Roth and Houchins are happy to discuss the course and course topics with you. (See top of the syllabus for office locations and hours.) They will direct all requests to the lead instructor and the full team will decide general course-related matters.

- Several times during the semester, you will be required to attend an evening lecture by a visiting artist or scholar, or attend a film screening attended by a filmmaker. You will receive advance notice for these events. We consider the class fortunate to be able to book these experts and expect all students to attend.
- A folder for this course is in the box outside of Professor Hill's office door. Extra copies of handouts or other materials that students may need can be retrieved from there.
- The **class email list** is winds100a@lists.bates.edu. Announcements, discussions outside of class, posting of supplemental materials, etc. can be found here. Check the list regularly and feel free to post news items, ideas, questions, tips, etc. to the list.

Plagiarism will not be tolerated. Period.

Work submitted for this course must be your original effort. Any ideas or arguments from another person or source must be properly cited. Plagiarism (or other forms of cheating) will be grounds for failure of the course. Ignorance of proper citation is no excuse for unethical conduct. You are urged to review the college's policy on plagiarism and academic misconduct. And, consult staff at *Writing at Bates* if you are uncertain about when and how to cite a reference. The College's policy is available online at:

<http://abacus.bates.edu/pubs/Plagiarism/plagiarism.html#3c>.

SEMESTER SCHEDULE

Complete assigned reading in advance of class meetings. Think about the main ideas and the relationship of the readings to each other. Come prepared to discuss them. Bring paper copies of the readings to class. This list is a work-in-progress. With advance notice, we may substitute one reading or other material for one already listed here. Students conducting research also may suggest a reading or a particularly pertinent website for review by the class. In other words, the syllabus can be enriched by our ongoing work, and so, remains flexible.

WEEK 1 ~ INTRODUCTIONS

January 8: Introductions and Syllabus Review

January 10: Perspectives

- Binyavanga Wainaina. 2005. "How to Write about Africa." *Granta*, 92 (Winter): 91-95.
- Chimamanda Adichie. 2010. "The Danger of the Single Story," TEDtalk.
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html.
(Link on lyceum)
- Susan Shepler. 2010. "Child Labor and Youth Enterprise." *Anthropology Today*. 26(2): 19-22.
- Jeffrey Gettleman. 2011. "A Colonial Curse Comes Up for a Vote." *New York Times*, January 9.
- Boston University African Studies Center. *Criteria for Evaluating Materials on Africa*.

WEEK 2 ~ HISTORICAL APPROACHES, CRITICAL ISSUES

January 15: The Challenge of Malaria in Africa – James Webb (History, Colby)

- James Webb. 2009. *Humanity's Burden: A Global History of Malaria*. New York: Cambridge University Press, 18-41.
- James L.A. Webb, Jr. 2011. "Malaria in Africa." *History Compass*, 9, 3 (March): 162-170.
- Jeffrey Neff. 2013. "Africa: A Geographic Preface" in *Understanding Contemporary Africa*, edited by Donald Gordon & April Gordon, 9-24. Boulder CO: Lynn Reinner.

Contextualizing Presentation topics:

- Human use of Quinine
- Bantu Expansion (circa 5000-1000 BCE)

January 17: African Political Systems – Leslie Hill

- Peter Schraeder. 2000. "Politics and Economics of the Pre-colonial Independence Era (Prior to 1884)." In *African Politics and Society: A Mosaic in Transformation*, 63-86. Boston: Bedford/ St. Martin's Press.
- Thomas O'Toole. 2013. "The Historical Context" in Gordon & Gordon, 25-49 (only to page 49).
- Virginia DeLancey. 2013. "Economies of Africa" in *Understanding Contemporary Africa*, ed. Gordon & Gordon, pp 115-117. (Just those pages for now.)

WEEK 3 ~ HISTORICAL APPROACHES, CRITICAL ISSUES, continued

MONDAY January 21: Martin Luther King, Jr. Day

MLK, Jr. Day at Bates offers members of the campus community an opportunity to explore and reflect on contemporary social justice issues. At least four of the day's events highlight Africans' perspectives and actions and students taking INDS100 must attend at least two of these sessions and *submit a memo* – a one (or two, max) page, typed, double-spaced discussion of the experiences, ideas and perspectives of African people as shown in the workshop content.

MLK DAY MEMO PROMPT: *What do the African points of view presented in the workshop induce you to think about? Write what the session makes you think, not what it makes you feel.* Deadline for your **MLK, Jr. Day Memo** is class on Tuesday January 22nd.

January 22: Researching Africa – Laura Juraska (Library)/Framing Human Rights—Eames

- United Nations, *Universal Declaration of Human Rights*. 1948.
- *African Charter of Human and Peoples' Rights (Banjul Charter)*. 1981.
- Josiah A. M. Cobbah. 1987. African Values and the Human Rights Debate: An African Perspective. *Human Rights Quarterly*, 9, 3 (August): 309-331.

NB: YOUR MLK, JR. DAY MEMO IS DUE IN CLASS JAN. 22

January 24: Aidoo's *Anowa* – Sue Houchins (African American, Women & Gender Studies)

- Ama Ata Aidoo. 1995. "Anowa" in *The Dilemma of a Ghost; Anowa: Two Plays*. Harlow: Longman. (The play, *Anowa*, is in three PDFs; be sure to read all three segments.)
- Africa Policy Information Center. 1997. "Talking about 'Tribe': Moving from Stereotypes to Analysis." 1997. *APIC Background Paper* 010 (November).
- Eugenia Shanklin and April Gordon. 2013. "Family and Kinship," in *Understanding Contemporary Africa*, ed. Gordon & Gordon, 283-291. (Focus on these pages.)

Contextualizing Presentations Topic:

- Distinguish matriliney, matrilocality, and matriarchy

WEEK 4 ~ GENDER AND THE COLONIAL LEGACY

January 29: European Colonialism and the Colonial Legacy in Africa—Hill

- Judith van Allen. 1972. "'Sitting on a Man': Colonialism and the Lost Political Institutions of Igbo Women." *Canadian Journal of African Studies*, 6 (2) Special Issue: The Roles of African Women: Past, Present and Future: 165-181.
- April Gordon 2013. "Women in Development" in Gordon & Gordon *Understanding Contemporary Africa*. Boulder CO: Lynn Reinner, pp 305-311.
- Finish O'Toole article in Gordon & Gordon on Historical Context.
- Continue DeLancey in Gordon & Gordon on Economies, pp 117-120 only.

Videos (view before class):

- *Africa: This Magnificent African Cake*, Program 6, directed by John Percival, Christopher Ralling, Andrew Harries, and Mick Csaky; written by Basil Davidson. Chicago, IL: Home Vision, 1984. Videorecording. 57 min.
- *The Africans: Tools of Exploitation*, written by Ali A. Mazrui; produced by Timothy Copestake. BBC-TV 1986. Videorecording. 60 min.

January 31: Gender-Inclusive Justice – Eames

- Anene Ejikeme. “Engendering African History: A Tale of Sex, Politics, and Power.” In *Re-framing Contemporary Africa: Politics, Economics, and Culture in the Global Era*, ed. by Peyi Soyinka-Airewele and Rita Kiki Edozie, 291-305. Washington, DC: CQ Press, 2010.
- Kamene Okonjo. 1976. “The Dual-Sex Political System in Operation: Igbo Women and Community Politics in Midwestern Nigeria.” In *Women In Africa: Studies In Social And Economic Change*, ed. by Nancy J. Hafkin and Edna G. Bay, 45-58. Stanford, Ca: Stanford University Press.

NB: YOUR BRIEFING MEMO IS DUE IN CLASS JAN 31

WEEK 5 ~ ISSUES IN EDUCATION POLICY

February 5: Education, Citizenship, and Global Social Justice—Patti Buck (Education)

- Buck and Silver. *Educated for Change? Muslim Refugee Women in the West*. Charlotte NC: Information Age Publishing, 2012, Foreword, Preface, and Chapters 1 &3.

NB: MAP QUIZ IN CLASS FEB 5

February 7: Education, Citizenship, and Global Social Justice (continued)—Patti Buck

- Buck and Silver. *Educated for Change? Muslim Refugee Women in the West*. Charlotte NC: Information Age Publishing, 2012, Chapters 4&5.

Contextualizing Presentation:

- Story of the Origins and Changing Mission of the UNHCR

NB: CHECK IN WITH YOUR MT. DAVID LIASION BY FEB 7

WEEK 6 ~ EDUCATION...continued PLUS POSTER SESSION

February 12: Creating Posters for Mt. David—Hillory Oakes (Learning Commons)

February 14: Education, Citizenship, and Global Social Justice (continued)—Patti Buck

- Buck and Silver. *Educated for Change? Muslim Refugee Women in the West*. Charlotte NC: Information Age Publishing, 2012, Chapters 7&13

Contextualizing Presentation:

- Millenium Development Goals (MDG)
- Education for All (EFA) Policy

WINTER RECESS

WEEK 7 ~ RECONCILIATION AND RENEWAL

February 26: The Case of Rwanda—Alex Dauge-Roth (French)

- *Sometimes in April*, written and directed by Raoul Peck. HBO Video, 2005. DVD. 140 min.
- Alex Dauge-Roth. 2010. *Writing and Filming the Genocide of the Tutsis in Rwanda*. Read pp. 3-25 and 169-249.
- Sarah Warshauer Freedman, Harvey Weinstein, K.L. Murphy, and Timothy Longman. 2011. "Teaching History in Post-Genocide Rwanda," in *Remaking Rwanda: State Building and Human Rights after Mass Violence*, edited by Scott Straus and Lars Waldorf, 297-315. Madison: The University of Wisconsin Press.

Contextualizing Presentation

- Arusha Accord and its implementation
- Exodus of Hutus from Rwanda to Congo June-July 1994

NB: YOUR FINAL RESEARCH QUESTION DUE IN CLASS ON FEB 26
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February 28: The Case of Rwanda (continued)—Alex Dauge-Roth

- Philip Gourevitch. "The Life After." *The New Yorker*, May 04, 2009.
- President Paul Kagame. 2008. "Preface to *After Genocide*," In *After Genocide*, edited by Phil Clark and Zachary Kaufman, xxi-xxvi. London: Hurst & Company.
- Jean-Baptiste Kayigamba. 2008. "Without Justice, No Reconciliation: A Survivor's Experience of Genocide." In *After Genocide: Transitional justice, Post-conflict Reconstruction and Reconciliation in Rwanda and Beyond*, Phil Clark and Zachary Kaufman eds, 33-42. London: Hurst & Company, 2009.
- Rettig, Max. 2008. "Gacaca: Truth, Justice, and Reconciliation in Post-conflict Rwanda?" *African Studies Review*, 51.3: 25-50.
- "The Legacy of Gacaca," *Mw Times Rwanda First Daily* April 9, 2012.
- Peter Canellos. "Can Censorship Help Heal Rwanda?" *Boston Globe* February 5, 2012.

Contextualizing Presentation

- Gender Quota Law for Rwanda's elections
- Freedom of Speech in Rwanda and the 2010 Presidential Elections

WEEK 8 ~ RECONCILIATION AND RENEWAL (continued)

<p>Monday March 4th 7pm (location TBA) Screening of Gilbert Ndahayo's <i>The Rwandan Night</i> (2012)</p>

March 5: Rwandan Filmmaker Gilbert Ndahayo visits class

- Dauge-Roth. 2010. *Writing and Filming the Genocide of the Tutsis in Rwanda*, 253-270.

Contextualizing Presentation:

- Hollywood Film Festival and Rwandan cinema production

NB: SHORT EXAM NUMBER ONE IN CLASS MARCH 5

NB: ALSO ANNOTATED BIBLIOGRAPHY DUE IN CLASS

March 7: International Criminal Court's Kenya Case – Karen Corrie (ICC Trial Lawyer)

- Gabrielle Lynch. "Courting the Kalenjin: The Failure of Dynasticism and the Strength of the ODM Wave in Kenya's Rift Valley Province" *African Affairs* 107, 429 (2008): 541-568.
- Mwangi S. Kimenyi and Njuguna S. Ndung'u. "Sporadic Ethnic Violence: Why Has Kenya Not Experienced a Full Blown Civil War?" *Inter Region Economic Network*, 2005.

WEEK 9 ~ TRANSITIONS AND THE SEARCH FOR JUSTICE AND RENEWAL

March 12: Transforming South Africa – Leslie Hill

Video:

- *Have You Heard from Johannesburg? From Selma to Soweto*, Part 5, produced and directed by Connie Field; written by Ken Chowder. Berkeley, CA: Clarity Educational Productions, 2010. Videodisc. 89 min.

Video's Connection to You: Collect a Story

- Pay attention to the film's depiction of various debates in the 1980s about whether the US should levy pressure on South Africa to abandon its system of white rule and about ways that individual Americans could act in solidarity with the growing international movement to end apartheid. Then, find someone in your community* who witnessed or participated in the debates or acted, in any way, in response to (for or against) the anti-apartheid movement. In addition to contacting local and Congressional reps to support or oppose resolutions, lots of people took action with their religious congregations, others as shareholders, and others in schools and community organizations. Age probably defines the only category of inclusion; folks over 40 are most likely to have a memory of those events. Keep in mind that people from all social backgrounds witnessed and joined in solidarity with opponents of apartheid. Listen to that person's story. You will be asked to write briefly and informally about that story in class on Tuesday, March 12th.

* Your "community" includes family and relatives, family friends, former teachers, coaches, mentors or people you know personally from places where you have lived or where you have been an active learner, worker, or participant. If your community contacts yield no one with a story, then consider approaching a member of the Bates staff or faculty and ask that person for 15 minutes to hear his/her story.

Contextualizing Presentations:

- Pillars of Apartheid
- Peoples' charters (Freedom Charter, Women's Charters 1956, 1994)

NB: OUTLINE OF YOUR MT. DAVID PRESENTATION DUE IN CLASS MARCH 12

March 14: Transforming South Africa (continued) – Leslie Hill

- Catherine Besteman. *Transforming Cape Town*. Berkeley: University of California Press, 2008. Intro and chapters 1, 8 and 9 required. Recommended chapters include 2 and 6. Dare we suggest you read the whole book?
- Leslie Hill. 2004. "Redefining the Terms: Putting South African Women on Democracy's Agenda." In *Meridiens* 4 (2): 113-119.
- *A Place in the City—South Africa*, journeymanpictures, uploaded Jun 14, 2010. <http://www.youtube.com/watch?v=lyjCURkWqsE>

WEEK 10 ~ MT. DAVID SUMMIT PREPARATION

March 19: Dress Rehearsal

NB: DRAFT OF GROUP POSTER DUE IN CLASS MARCH 19

FYI on March 20th
Nobel Peace Prize Winner Leymah Gbowee
Speaks at 7:00 pm at USM's
Abromson Community Education Center,
88 Bedford Street, Portland

March 21: Poster revision session

WEEK 11 ~ GENDER AND COLLECTIVE ACTION

MONDAY MARCH 25TH FINAL POSTERS DUE IN OFFICE SERVICES LANE HALL

March 26: Nigeria: Gender and Collective Action: The Ondo Women's War of 1985 – Eames

- Elizabeth Eames. 1994. "Why the Women Went to War: Women and Wealth in Ondo Town." In Gracia Clark, ed. *Traders Versus the State. Anthropological Approaches to Unofficial Economies*, 81-97. Boulder: Westview Press.
- Augustine Ikelegbe. "Engendering Civil Society: Oil, Women Groups, and Resource Conflicts in the Niger Delta Region of Nigeria." *Journal of Modern African Studies*, 43 (2005): 241-270.

Video:

- *The Naked Option: A Last Resort*, dir. prod. Candace Schermerhorn. Santa Barbara, CA: Candace Schermerhorn Productions, 2010. DVD. 62 mins.

March 28: Fine Tuning Mt. David Summit presentations

FRIDAY MARCH 29: MOUNT DAVID SUMMIT

WEEK 12 ~ CONCLUSIONS

April 2: Restorative Justice Movements—Eames and Hill

- *Fambul Tok*, dir. Sara Terry. First Run Icarus Features, 2011. DVD. 82 mins.
- Graybill, Lyn. 2004. "Restorative Justice: Examples from South Africa, Rwanda, and Sierra Leone." Paper presented at the International Studies Association Annual Convention, Montreal, Canada, March 17-20.
- Abramowitz and Moran. 2012. "International Human Rights, Gender-based Violence, and Local Discourses of Abuse in Postconflict Liberia: A Problem of 'Culture'?" *African Studies Review*, 55 (1): 119-146.

April 4: Justice, Human Rights and Renewal: Tying up Loose Ends

NB: SELF-EVALUATIONS AND SHORT EXAM NUMBER TWO IN CLASS APRIL 4

GRADING SCHEMA FOR INDS 100:

Attendance and Participation			10%
Daily participation (individual grade)			
Short Papers			15%
MLK, Jr. Day Memo – due January 22 nd	5%		
Briefing Memo – due February 5 th	10%		
Contextualizing Presentations			15%
Planning meeting (collective grade)	5%		
Written outline of presentation (individual grade)	5%		
Spoken presentation (individual grade)	5%		
Map Quiz (total 5%)			5%
One shot (individual grade)			
In-Class Short Exams (10% each) – February 12 th and April 2 nd			20%
Mount David Summit Evaluation Schema			35%
2/15 Check-in with faculty team member	(individual grade)	5%	
2/26 Research Question/Abstract	(collective grade)	5%	
3/5 Bibliography of Sources	(collective grade)	5%	
3/12 Outline of Presentation	(collective grade)	5%	
3/19 Draft poster	(collective grade)	5%	
3/26 Revision of Poster & Presentation	(collective grade)	5%	
4/2 Reflection and Self-evaluation	(individual grade)	5%	
Total			100%

MT. DAVID SUMMIT POSTER PROJECT REQUIREMENTS:

A major component of your learning in INDS 100 revolves around a semester long research project culminating in a poster session at the Mt. David Summit on the afternoon of March 29th. We have included in the syllabus many of the building blocks required for a successful research and presentation experience, including help sessions from librarians and imaging center specialists. In addition, each group will be assigned an academic advisor from the teaching team. You will prepare together not just the poster, but also a bibliography, and a short oral presentation for your summit audience. These component pieces all add up to 35% of your course grade (see grading schema).

WEBSITES WITH DETAILED INFORMATION ON PRODUCING POSTERS AT BATES:

<http://imaging.bates.edu/node/19>

the bates poster: a guide to poster design, 2nd ed. (from the Bates Imaging Center)

http://imaging.bates.edu/files/imaging.bates.edu/the_bates_poster_guide_cs5.pdf

the bates poster: a guide to poster design, 3rd ed. (from the Bates Imaging Center)

http://abacus.bates.edu/~ganderso/biology/resources/making_posters_2004.pdf

preparing an effective poster (seri rudolph's page)

<http://abacus.bates.edu/~bpfohl/posters/>

poster making 101 (brian pfohl's page)

MT. DAVID SUMMIT POSTER PROJECT PRODUCTION SCHEDULE:

January 22 nd	Librarian comes to class.
February 5 th	Poster groups created.
February 7 th	Check in with a team member about formulating a research question.
February 12 th	Poster making session with Learning Commons staff.
February 26 th	Final version of research question due.
March 5 th	Annotated bibliography due.
March 12 th	Outline of presentation speech due.
March 19 th	Draft layout of poster due.
March 21 st	Poster revisions session.
March 25 th	Final poster due (on thumb drive) to Office Services for printing.
March 28 th	Fine tuning presentations in class.
March 29 th	MOUNT DAVID SUMMIT POSTER PRESENTATIONS ALL AFTERNOON.
April 2 nd	De-briefing.
April 4 th	Self-Evaluations.

CONTEXTUALIZING PRESENTATION REQUIREMENTS:

Meetings

- Do the research/reading a week in advance and have a planning meeting of your own.
- Attend a group meeting with your faculty liaison at least four days before your presentation. Should any member be a no-show or come unprepared, the group will be asked to reschedule.
- No later than noon of the day *before* your presentation you must again check-in with your liaison to ensure your group followed through on the liaison's instructions and corrections.

Presentation

- Concisely convey key information on a certain pre-selected narrow topic to help the class better understand the readings.
- Do outside research; submit a Reference List your sources.
- Use visuals as appropriate.
- Everyone speaks.

Grading

- Your collective presentation makes up 15% of your class grade.
 - Planning meeting (collective grade) 5%
 - Written outline of presentation (individual grade) 5%
 - Spoken presentation (individual grade) 5%

The teaching team will grade the presentation and your outlines, your liaison will assess the planning meetings.

MAP QUIZ STUDY GUIDE:

You are responsible for knowing the location of the items below for your map quiz on January 25. It counts for 5% of your overall grade for the course. Spelling is important and points will be deducted for spelling mistakes.

Geographic Features

1. Kalahari Basin
2. Sahara Desert
3. River Congo
4. River Niger
5. River Nile
6. Lake Victoria
7. Lake Chad
8. Lake Malawi

Natural Regions

1. Tropical Forest
2. Wet Savanna
3. Dry Savanna
4. Desert
5. Mediterranean
6. Upland Vegetation

Subsistence Areas

1. Roots
2. Bananas
3. Grain
4. Herding

Countries

1. Democratic Republic of the Congo
2. Ethiopia
3. Kenya
4. Liberia
5. Madagascar
6. Nigeria
7. Sierra Leone
8. Somalia
9. South Africa
10. Sudan

BRIEFING MEMO for INDS 100
Due Thursday, January 31st

Write a 1 -2 page Briefing Memo in which you inform the class about Africans' responses to a major *global* event. Choose one of the topics listed in class and conduct research to discover both elite and popular responses to it.

Your goal in this paper is to inform yourself about what dissimilar Africans have to say about something happening in the contemporary, wider world. Most importantly, the purpose of the Briefing Memo is to focus on sub-Saharan Africans' diverse views concerning an event or issue, not to explain it. So, for example, if your topic is about China's rising economic power, then your job is to identify briefly various Africans' takes on it; these responses should come from people on the continent. For contextual consistency make an effort to locate responses from within one nation or a single region.

Media and investigative (RSS) feeds have been posted to the course's Lyceum page. There you will find links to news sources from sub-Saharan Africa (e.g. AllAfrica.com) as well as from non-African sources (BBC, for example) with relatively reliable information about the continent. Inspect news or research sources that examine issues on African nations' policy agendas. Look for Africans' responses, ideas, or positions from various points of view, including those of decision-makers as well as ordinary folk. Possibilities include reactions and opinions from community, religious, artistic, civic and/or social groups; from government offices or officials; from citizens or non-government professionals; or, different political parties, and/or social action groups. Check out concerns expressed by Africans – political or business elites, popular political pundits, mothers, researchers, workers, citizens, intellectuals, key social figures, or opinion leaders – about those issues. Look into responses from leaders in individual countries, relevant regional (e.g., Southern Africa, ECOWAS, etc.) establishments, or continental organizations (e.g., African Union). Remember that your goal is to inform the members of the class and engage them in thinking about the issue from diverse African perspectives.

Address these Questions:

- **How are African elites responding?** Leaders can come from different parts of the community. In some cases they may be religious, social or political leaders, cultural or opinion leaders, or *avant-garde* personalities with *weighty* opinions (no celebrity sound-bites, please). Specify one country or region in Sub-Saharan Africa.
 - *Example: Continent-wide, the African Union (AU) has adopted a counter-terrorist Plan of Action. Locally, "in their bid to counter terrorism, the trio of United States, Israel and Britain have offered to give Nigerian government counter terrorism assistance." Nigeria's leaders have yet to respond.* http://www.africa-union.org/root/au/AUC/Departments/PSC/Counter_Terrorism.htm
- **How are ordinary Africans (as opposed to economic, political or social elites) thinking about and responding to this issue?** Find at least one expression of popular opinion articulated by a resident or citizen of one African country. (Look in popular media for opinions written by non-elite Africans.)

- *Example: "... differences in belief system, though threaten social relationship, do not however play a significant role in the Boko Haram security challenges. Internal security lapses, poverty, unemployment and noxious politicking are the forces at play in the Boko Haram imbroglio. To my mind [sic], these are issues that we can sit down and iron out, if there is sincerity of purpose. Our government should therefore be cautious on the cryptic offer of counter terrorism assistance by the US and its allies. Fighting Boko Haram with fire power will not work. But diplomacy, dialogue and negotiation will certainly do."* Saleh Ibrahim Bature, "Counter Terrorism Assistance: A Panacea to Boko Haram?," *Daily Trust*, 29 September 2011.
- Keep in mind that opinions within and between these groups may vary significantly.
- **Has this international or global issue, process, or event affected people in Africa? How so?** (After noting a general impact, offer an observation of effects on a specific region, country or community, from the viewpoint of Africans.)
 - *Example:*
 - Topic: AFRICOM (U.S. security policy in Africa in the context of the "war on terror")
 - General impact on Africans of the global anti-terrorist strategy in the wake of 9/11: shifting of national and international resources and attention away from Africa's "homegrown" priority of development
 - Specific impact: shifting funding priorities in Kenya budget to accommodate establishment of U.S. military presence in the country
 - Locate information about this issue (empirical data, eyewitness testimony, and other evidence) which you can use to make your point.
 - *Example: The Institute for Security Studies notes that prior to the 9/11 attacks on the U.S., fewer than 10 African countries had specific counter-terrorism legislation; currently, more than half of the 55 African states have some form of policy framework, legislation or national mechanism.* Martin A. Ewi, "Africa: The Elusive Quest for Al Qaeda in Africa, 10 Years On," Institute for Security Studies (Tshwane/Pretoria) 12 September 2011.

Formatting and Writing your Draft

Begin Your Memo with a title, source, date, and topic heading:

BRIEFING MEMO

FROM: (your name)

DATE: (you compose the memo)

RE: (identify the subject)

The structure of your essay should include an introduction which tells the reader what the paper is about and previews your main point. Discussion could begin with a paragraph that notes the impact of your chosen topic (which you covered in the first paragraph of the discussion). Subsequent paragraphs then present and discuss responses from both elites and people at the grassroots offering their ideas or opinions.

Compose succinct, focused paragraphs which summarize the central points of the phenomenon and its effects. Draw a conclusion. Give the essay a sense of completeness, and leave a final impression on the reader. Include properly formatted citations for at least two sources which you consult in your search.

As with all of your papers (unless announced otherwise):

- Turn your paper in at the beginning of the class. Keep a copy of your paper in case of a catastrophe.
- Submit typed, double-spaced text printed in 12-point font with one-inch margins. Number each page of your paper. Review drafts for mechanical errors and edit. Papers longer than 2 pages or with multiple mechanical errors will be returned for revision before being graded, and will lose 1/3 of a letter grade. Papers needing such revision will be due by the beginning of the next class period.
- You may print your paper on the clean backs of paper you are recycling. Do not use a separate cover page; it wastes paper.
- Consult the library website <http://libguides.bates.edu/content.php?pid=50542&sid=371137> for an acceptable scholarly format and be ruthlessly consistent in its use (MLA/APA/AAA/Chicago).
- *Whenever* you paraphrase *or* draw upon another writer's ideas, refer to the source and include a citation in your notes and bibliography. Use appropriate citation and punctuation for direct quotes. When you cite a reference source, whether in a foot- or endnote or reference list, use a full citation entered in the same official style you use throughout the paper. Points will be subtracted for incorrect, inconsistent or sloppy reference formatting. See the Library's [Writing/ Citing Guide](#) page.
- Assess internet websites' academic quality with help from Ladd Librarians at [Evaluating Web Pages](#).

Evaluation

This assignment asks you to search for news and informed opinion about a topic of the day; present basic information in a clear, concise format; and, discuss one or two African approaches and opinions in an informed way. Evaluation will take into account the vigor of your search, the clarity of your ideas, the informative nature of as well as focus in the paper's discussion, and the directness of your writing. Sentences should be simply constructed and use active verb phrasing. This paper must be concise; so, edit, revise, and edit again. Papers longer than 2 pages or containing consistent mechanical errors will be returned for revision before being graded, and will lose 1/3 of a letter grade for the late submission. If you have any questions at all, please see Professor Hill or Eames. We will be happy to answer them.

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