

GEOG. 275- Geography of Sub-Saharan Africa
Spring 2024
Monday and Thursday, 4:00 to 5:15 pm
Room 1022 Hunter North

Instructor: Dr. Mohamed Babiker Ibrahim
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Office hours:

Monday, 5:30 pm to 7:00 pm
Thursday 5:30 pm to 7:00 pm
Also by Appointment

Text: *Africa South of the Sahara* (3rd ed.) by Robert Stock, New York: The Guilford Press 2004. ISBN- 13: 1-57230-868-0. This book will be available at the Hunter College Bookstore but is also available at either www.bn.com or www.amazon.com . Both websites have new and used copies of the text at lower prices.

Goals/objective and expected learning outcomes:

The main goal and objective of this class is to study and understand the people/environment in the Sub-Saharan Africa. It aims at learning the characteristics of the African physical environment as well as the socio-cultural traits of the Africans. By the end of this course, you should have a better understanding of the complex and dynamic interrelations between the Africans and their physical environment with much emphasis on policies, strategies, available resources, and progress and sustainability of development in a region that encounter a physical and socio-economic challenges.

Expected Learning Outcomes:

At the end of the course students will be able to:

- Know a general and broad knowledge of the major issues of Sub-Saharan Africa
- You will have knowledge of Sub-Saharan Africa as a holistic approach that links the process of environmental, economic and social change together now and in the future.
- To learn and discuss the importance of Sub-Saharan Africa in relation to other continents.
- Know some of the key geographic, environmental and social justice issues facing our world today: example from Sub-Saharan Africa.
- Ability to think and write critically about these issues.
- Demonstrate the structure of scientific writing.

Lecture Schedule:

Week 1:	Introduction <u>The Physical Environment</u>
Week 2:	Landforms and structure Basic structure African Rivers Rift Valley
Feb. 12	No class – College is closed
Week 3:	Fold Mountains
Readings:	Chapter 1 and Pages 59- 70 Africa’s climate
Readings:	(Pages 71-84)
Feb. 19	No class – College is closed
Week 4:	Africa’s climate
Readings:	Desert formation Pages 67-68 and 78-79
Readings:	Africa’s vegetation Pages 85 – 91
Week 5:	<u>The Human Environment</u>
Wed. Feb.28	African identity, culture and society Classes follow Monday schedule
Week 6 and 7	Population and urbanization
Readings:	Chapter 3, Chapter 10 and Chapter 16
Oct. 10	No class – College is closed
Week 8:	African production, development and challenges Traditional agriculture
Week 9:	Mid-term Examination
Week 10:	Nomadic pastoralists
Readings:	Food security Chapter 13 and Chapter 15; Pages 338-349
Week11:	African development and Environmental challenges
Week12:	Population growth
April 22-30`	No classes – Spring recess
Week 13:	Rapid urbanization
Week 13:	Climate change
Week 14:	Deforestation
Week 15:	Desertification
Readings:	Pages 79-83; 91-92; 93-95.
	<u>FINAL EXAMINATION</u>

Grading system:

Mid-term examination	40%
Final examination	40%

Research paper

20%

Mid-term Exam:

The midterm exam is a take-home examination consisting of four short essay questions. You need to support your writing with examples from peer-reviewed articles, books or reports.

Final Exam:

The final examination is a take-home exam consisting of four short essay questions. These essays should be supported with examples from peer-reviewed articles, books or reports.

Please note the following guidelines for your term paper:

1. The professor must approve your topic. Choose one from the topics listed in the lecture schedule.
2. The paper must be double-spaced, one inch margins on all sides, 12 point font, and at least 12 pages long plus bibliography.
3. It should include a minimum of 10 cited references from books and peer-reviewed articles.
4. The paper should include tables, maps or graphs (notate the source).
5. In case of citation of references in the text, use **APA** format (**parentheses**) and **NOT** the **MLA** format (You will be given printout examples in the class).
6. There should be a cover page showing the title, your name, course number, instructor's name and the semester (i.e. Spring 2024).
7. Sub-headings should be used in the paper along an introduction and a conclusion.
8. The bibliography should be written properly at the end of the paper.
9. I must receive the first draft by **April 14, 2024**. I will have a look at it, make comments and give it back to you to improve it (By email).
10. The deadline for submission of the final draft paper is **May 6, 2024** (By email)
11. If you have any question(s) come and see me.
12. Not following of any of these points will reduce your grade.

Attendance and Grading Policies:

1. There is a direct correlation between good grades and good attendance. Come to the class prepared, read the appropriate articles of the reading list, take notes, study for your exams and you will be successful. Attendance is taken at every class meeting.
2. I do not give incompletes (**INC**) except under the most extraordinary, and documented circumstances.
3. The only students who will be eligible for CR/NC at the end of the semester are those who have completed all of the course requirements including all mid-term exam, term paper, and the final exam.
4. If miss an exam, you must (1) contact me within 48 hours of the missed exam, (2) present acceptable documentary evidence for your absence, and (3) arrange a make-up exam at a mutually convenient date and time. A make-up exam covers the same materials as the regular exam but will not be the same exam given as scheduled.

HUNTER COLLEGE'S STATEMENT ON ACADEMIC HONESTY:

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

And I might add that creative originality and integrity are essential if you want to develop the kind of knowledge that is going to do you any good in life. When you cheat at school, the one you are really cheating is ultimately your future self.

ADA Policy

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of ACCESSABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230.

Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. **Sexual Violence:** Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, on contacting the College's Public Safety Office (212-772-4444)
- b. **All Other Forms of Sexual Misconduct:** Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) of Colleen Barry (colleen.barr7@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link:

<http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>

Preferred Gender Pronoun

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called

and, if we choose, to identify pronouns with which we would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well

Please... do not hesitate to come and see me if you have any question.