

GEOG 127: GEOGRAPHY OF AFRICA SOUTH OF THE SAHARA

In Workflow

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Approval Path

1. Tue, 18 Feb 2025 21:52:18 GMT
Matt Schmittlein (schmidmc): Approved for GEOG Chair
2. Wed, 19 Feb 2025 23:13:17 GMT
Mikkel Jensen (mikkel.jensen): Approved for NSM College Committee Chair
3. Wed, 19 Feb 2025 23:52:02 GMT
Chris Taylor (ctaylor): Approved for NSM Dean

History

1. Feb 14, 2024 by Matt Schmittlein (schmidmc)

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Viewing: GEOG 127 : Geography of Africa South of the Sahara

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Changes proposed by: Thomas Krabacher (101016405)

Contact(s):

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Catalog Title:

Geography of Africa South of the Sahara

Class Schedule Title:

Africa South of the Sahara

Academic Group: (College)

NSM - Natural Sciences & Mathematics

Academic Organization: (Department)

Geography

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2026 (2026/2027 Catalog)

Subject Area: (prefix)

GEOG - Geography

Catalog Number: (course number)

127

Course ID: (For administrative use only.)

134691

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The course title is being changed from its previous one (Geography of Africa) to avoid confusion with another course, GEOG133: Geography of the Middle East and North Africa. This doesn't affect course content for GEOG 127 since, despite the previous title, its focus has always been the Sub Saharan region; the change simply makes that explicit. Second, this proposal includes adjustments to learning outcomes and assessments to align with GE Area C. This is done after consultation with the Black Honor College, which expressed interest in including it in their course electives list.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Emphasis is on Africa South of the Sahara (Sub Saharan Africa) with consideration given to selected topics such as population problems, industrialization, regional groupings, transportation, and internal and external relationships.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Describe Sub Saharan Africa's basic topographic, climate and biological patterns and explain the factors governing their distribution.	First midterm exam (Exam #1)
2	Identify the region's key environmental and cultural features on a map.	Quizzes #1 and #2
3	Describe the importance of contact with other cultures outside the region (e.g., Islam, Christianity) on Sub Saharan Africa's subsequent cultural development.	Second Midterm exam (Exam #2)
4	Demonstrate a knowledge of pre-colonial Sub Saharan political kingdoms and empires, their interactions with each other and with cultures outside the region.	Second Midterm exam (Exam #2)
5	Delineate Sub Saharan Africa's contemporary subregions and describe their basic characteristics.	Quiz #2; and third midterm exam (Exam #3)
6	Explain the basic characteristics of region's population, including is size, distribution, and general demographic features.	Assignment #1 – Worksheet and written analysis of results.
7	Identify and evaluate the reason given for why Sub Saharan Africa ranks so low on the UN's Human Development Index (H.D.I.) when compared to other Lesser Developed Countries.	Third Midterm exam (Exam #3)
8	Critically analyze the geographic background to the region's contemporary political challenges.	Third midterm exam (Exam #3); Assignment #2
9	Assess the global role played by Sub Saharan Africa in both the historical and contemporary context, and argue how the role is likely to change over the next several decades.	Assignment #3 – reflective essay

Attach a list of the required/recommended course readings and activities:

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Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities/3B. Humanities

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

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Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

While it uses the experience of Sub Saharan Africa as its focus it includes that culture's interaction with societies of the Southwest Asia and the eastern Mediterranean (Islam) as well as Europe and the Transatlantic culture areas. esp the Caribbean. Islam and Christianity are obvious cultural exchanges over the past 1500 years, as are Caribbean musical influences, such Reggae and "High Life." I use examples in my class.

Develops an understanding of and appreciation for the diversity of the human community.

The course makes use of individual experiences to illuminate the lived experience of ordinary life in specific circumstances. These will include, but not necessarily limited to:

- Chinua Achebe's "Things Fall Apart" (Clash of traditional values and colonialism);
- Nobe Mokgatle "Autobiography of an Unknown South African" and Rian Malan, "My Traitor's Heart" (contrasting 'Black and White' experiences in Apartheid South Africa);
- Eddy Harris' "Native Stranger: a Black American's Journey into the Heart of Africa" (a subjective, cross-cultural view of life in contemporary Africa)

The course encourages students to interact with guests from SSA (Sub Saharan Africa, whom I invite to the classroom whenever possible.

Indirectly, as an outside assignment students are asked to develop a detailed hypothetical "on the ground" itinerary of at least 1200 miles length detailing what they would theoretically encounter along the way. Heavy emphasis is placed on the potential human interaction with local people they might encounter.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

The course makes use of individual experiences to illuminate the lived experience of ordinary life in specific circumstances. These will include, but not necessarily limited to:

- Acebe's "Things Fall Apart" (Clash of traditional values and colonialism);
- Nobeche Mokgatle "Autobiography of an Unknown South African" and Rian Malan, "My Traitor's Heart" (contrasting 'Black and White' experiences in Apartheid South Africa);
- Eddy Harris' "Native Stranger: a Black American's Journey into the Heart of Africa" (a subjective, outsider/cross-cultural view of life in contemporary Africa).

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

The course surveys the historical impact of early technological developments (especially plant and animal domestication, metal-working) on the development of agrarian societies (selected examples reviewed). The impact these factors had on the spread of specific African populations and ethno-linguistic groups – such as the Bantu expansion – is also covered.

Compare and analyze various conceptions of humankind.

The course deconstructs the differing perspectives on the perceived "humanity" of Black Africans by various outside groups in different historical contexts – justification for the slave trades (both Transatlantic and East African), the impact of Islam and Christianity, as well as the colonial justification for continued rule. Intra-African views of "humanity" in the Rwandan ethnic-based genocides also examines what it means to be human.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

The historical development of Sub Saharan African (SSA) culture is central to the understanding of the region's contemporary human geography (as it is for most regions). We start with an examination of the early presence of modern humans in the subcontinent (approx. 100,000 BP), move into domestication and the advent of agrarian societies, and early internal migrations, (e.g. the Bantu) and the emergence of increasingly sophisticated polities (e.g. kingdoms) and social structures.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

The course addresses ethnicity: it looks at the global nature of the African experience over time, including within the United States, where issues of ethnicity (esp. of African ancestry) are prominent.

Socioeconomic status has emerged as a significant issue in many parts of Africa over the past few decades, particularly in parts of East and Southern Africa, and in urban settings. We touch upon these topics in our treatment of urbanization in Africa.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

The course is upper-division so 1500 words of graded writing is required. This comes via the written, short-answer section of the three midterms and the three outside assignments, all have a central written component (the aforementioned itinerary, a survey of African newspapers, and an end of semester reflective essay). Cumulatively they easily exceed 1500 words.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

A section of this course will be offered for the Black Honors College to fulfill their Area C requirement. The starting date for this has yet to be determined.

Key: 2315