Managing the relationship between humans and the natural environment is a long-standing theme in the context of Africa, particularly sub-Saharan Africa. In this region, the use of natural resources such as forest, land, and minerals has evolved over time to reflect changing institutions, state structures, demographic trends, markets, and technology. In this course, you will be introduced to the social, cultural, political, economic and environmental geographies of sub-Saharan Africa and how various forms of governance are applied to natural resources in these different settings. You will learn about the 'governance' roles of different institutions, including state and non-state actors such as governments, business, civil society, development organizations, and other stakeholder groups. Through case studies, you will learn to see how the theoretical knowledge gained in this course can be applied by practitioners and policy-makers in real-life settings.

Many of our images of Africa are of famine, corruption, civil war and ethnic hatred, and whilst these issues are crucially important, these images often obscure more than they reveal about contemporary Africa. Africa is also a place of dynamic change and of economic, political and cultural transformations. As such the course focuses on continuities and changes in Africa's relationship with the rest of the world, and in human-environment interactions within Africa. This course integrates multiple opportunities for experiential learning, where you will interact with your peers to discuss historic and contemporary topics related to the sustainable use of natural resources in the diversity of African contexts. The course also seeks to critically examine and contest dominant discourses about the continent, and bring in various worldviews including an Indigenous perspective, creating space for Indigenous geographies.

The course draws on examples and case studies from a wide range of countries, and students are encouraged to develop their knowledge of both continent-wide trends, and specific countries and regions, recognizing the diversity of the continent. Through readings, class lectures, and student-led discussions, you will -hwETQencouraged to deveep tep hq0k(as)6(e)-207(s)5(t)wne2reW* nIy04 11 TfF304 115h ouasions,

	Indigenous Worldviews	: Bright Space blog activity 5 *The Challenge for Africa*, Chapters 12 and 13 Kikila is a PhD candidate at UVic Interdisciplinary studies.
	Community forestry: The silver bullet for natural resource benefits sharing?	Bright Space blog activity 6 *The Challenge for Africa*, Chapter 14 : *See readings in Bright Space* Introduce final group research project

readings. If you do not complete the readings and engage with the material, then you will not achieve the learning outcomes.

The course is held together through a single core text: Wangari Maathai, *The Challenge for Africa.* *In advance of the days that you are assigned to read a chapter of *The Challenge for Africa,* you are to

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These will form the basis for discussion in the class, alongside some more familiar lecture-style learning.

Instead of the lectures that would normally be happening on Mondays from 11:30 to 12:50, you will be completing a series of self-guided learning sessions that will be documented in weekly blogs in our Bright Space site. Each week you will have a different topic, discussion question, or other activity, often reflecting the textbook themes. This allows you to complete this part of the course asynchronously with each blog post due on Monday at 12:50- the end of the normally scheduled class time. Through these blog activities, I encourage you to integrate your reading of current events, share literature from African writers, and bring in other materials from your independent research on the given topic (e.g., images, statistical data, film clips, short texts to share). These will be evaluated based on a clear rubric found on Bright Space and you will also receive marks (5%)

| 0 | 0-49% | Did not write examination or complete course requirements by the end of term or session; no supplemental. |

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and i