



At the beginning of this course, we will talk about some of our basic stereotypes of Africa and how these preconceptions might influence our implicit perspective of the continent. 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. In parallel with examining our preconceptions about the continent, you will gain a basic understanding of African geographies from a natural resource perspective and be able to place some of the human and physical geography landmarks on a map.

The course readings will help you engage with scientific literature that theorizes and explains human-environment interactions within and beyond Africa. You will also read and hear from Africans themselves. You will learn that the 'problems' facing Africa do not stem from within the continent alone, but historical and modern-day global processes continue to impact the situation in almost all areas of Africa, rural and urban. We will critically examine and contest dominant discourses about the continent and bring in various worldviews including views in Annals of the New York Academy of Sciences (2013) 13-37.261EMC /P AMCID 27 BDC Africa's natural resources on a daily basis.

| | |
|--|--|
| Corporate perspectives: The business model behind sustainable sourcing practices | Blas & Farchy (2021) Destination Africa in <i>The World for Sale</i> . Oxford. P. 218-238. |
|--|--|

Guest lecture Dr. Rachel Friedman on gender and intersectionality in natural resources governance (please visit her [website](#)) Reading:

Food value chains for inclusive development

| | | |
|--|--------------------|--|
| | | <i>Student presentations</i> |
| | Course conclusions | <i>Special Event: Chocolate Tasting (Details to come!)</i> |

More detailed information about these assignments is on Brightspace.

Assignment 1: Country brief (15%) due

Assignment 2: Film essay: Africa in the movies (15%) due

Assignment 3: Global Value Chain Report Card (40%) due

As per the Academic Calendar:

| | 9 8 7 | 90-100% 85-89% 80-84% | and performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter. |
|--|-------------|-----------------------------|--|
| | 6 5 4 | 77-79% 73-76% 70-72% | and performance. Normally achieved by the largest number of students. These grades indicate a good grasp of |

To ensure towards those of you who have made the effort to hand in assignments on time, I will deduct 15% per day (including weekends and holidays) for assignments that are handed in late.

Students are expected to attend all class sessions in person. Due to the important nature of student participation in this class, you are expected to have assigned readings done before the scheduled class period so that you can gain the most out of class discussions and lectures. Frequent absences will make it difficult to stay on top of the material and negatively affect your learning.

It is every student's responsibility to be aware of the university's policies on academic integrity,

[Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged

Web: uvic.ca/svp

The [UVSS](http://uvss.ca) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* <https://www.uvic.ca/services/counselling/>

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* <http://www.uvic.ca/services/health/>

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* <https://www.uvic.ca/services/cal/>. *The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.* <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>