

**GEOG 70510-01 – African Environment and Development**  
**Spring 2019**  
**Monday and Thursday, 2:45pm to 4:00pm**  
**Hunter North 1022**

**Instructor:** Dr. Mohamed Babiker Ibrahim  
**Classroom:** Hunter North 1022  
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**Office hours**

Monday from 4:30 pm to 7:00pm  
Thursday from 4:30pm to 6:30pm  
Or by Appointment

**Text:** *Africa South of the Sahara* (3<sup>rd</sup> ed.) by Robert Stock, New York: The Guilford Press 2013. ISBN-9781606239926. This book will be available at the Hunter College Bookstore but is also available at either [www.bn.com](http://www.bn.com) or [www.amazon.com](http://www.amazon.com) . Both websites have new and used copies of the text at lower prices.

**Goals/objective and outcomes:**

The goals of the course are: To learn about certain issues of the regional geography of Africa south of the Sahara, its physical environment, population and their activities, and the interrelationship between development and the physical environment, the use of other sources such as the internet to explore, navigate through and use of geographic information to increase students' knowledge of the continent, and to learn how to make comparisons between Africa and other continents based on mapped and statistical information.

By the end of this course, you should have a better understanding of the complex and dynamic interrelations between and within human and non-human systems of Africa south of the Sahara. These systems include climate, landforms, population, economics, mode of production, urbanization, and more.

***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 the relationship between development and environment in Sub-Saharan Africa.
- Have knowledge of the environment as a holistic approach that links the process of environmental, development and social change together and how this affects the livelihood of the African now and in the future.
- Learn and discuss the main reasons behind making Africa the least developed continent despite the fact that it is rich of natural and human resources.
- To learn and discuss the importance how the relationship between the environment and development may negatively affect the livelihood of the Africans.

- Know some of the key geographic, environmental, development and social justice issues facing our world today.
- Demonstrate the structure of scientific writing.

**Grading system:**

Class Participation _____	20%
Presentation of a seminar _____	10%
A Paper on the Seminar Topic _____	20%
A Research Paper _____	50%

**Please note the following guidelines for your papers:**

1. Choose any **two** topics from the topics listed in the lecture schedule.
2. The professor must approve your topics.
3. Present the first topic as a seminar to the class and write a short paper about it. The seminar should take between 15 to 30 minutes. The paper must be at least 15 pages long, double-spaced, one inch margins on all sides and 12 point font.
4. It should include a minimum of 15 cited references from books and peer-reviewed articles.
5. Write a research paper about the second topic which must be between 22 to 25 pages long with a minimum of 20 cited references from books and peer reviewed journals. The paper should be double-spaced, one inch margin on all sides and 12 point font.
6. The papers should include tables, maps or graphs (notate the source).
7. In case of citation of references in the text, use **APA** format (**parentheses**) and **NOT** the **MLA** format (You will be given examples in the class).
8. There should be a cover page showing the title, your name, course number, instructor's name and the semester.
9. Sub-headings should be used in the paper along an introduction and a conclusion.
10. The bibliography should be written properly at the end of the paper.
11. The deadlines for submission of the first paper is **May 2nd, 2019** and the other **May 11/2019**.
12. If you have any question(s) come and see me.

**Lecture Schedule:**

<b>Week</b>	<b>Dates</b>	<b>Lecture</b>	<b>Readings</b>
1	Jan. 28 - 31	Physical environment Geomorphology and soils, geological formations	Chapter 7
2	Feb. 4 - 7	Rivers and ground water	Chapter 26
3	Feb. 11 - 14	Climate and vegetation	Chapters 8, 9, and 27
4	Feb. 18 college closed Feb. 21	Human Environment Population	Chapters 13 and 14
5	Feb. 25 - 28	Population	Chapters 13 and 14
6	Mar. 4 - 7	Urbanization	Chapters 22, 23 and 24
7	Mar. 11 - 14	Modes of Development Development theory Agriculture, Plantation	Chapter 3  Chapter 20
8	Mar. 18 - 21	Irrigated agriculture Traditional agriculture	Chapter 20 Chapter 19
9	Mar. 25 - 28	Pastoralism	Chapter 19
10	Apr. 1 - 4	Development and environmental problems Structural adjustment Dual economy (introduction) Food security	Chapters 17 and 20  Chapter 20\ Chapter 21
11	Apr. 8 - 11	Debt crisis Water Crisis	Chapter 16 Chapter 26
12	Apr. 15 - 18	Climate change	Chapter 8
	<b>Apr. 19 and 28</b>	<b>NO CLASSES – SPRING RECESS</b>	
13	April 29 - May 2	Desertification and deforestation Drought and famine	Chapter 9 Chapters 8 and 21
14	May 6 - 9	Poverty Rural-urban migration	Chapter 28 Chapter 15
15	May 13	Rapid urbanization Revision	Chapter 24

**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](mailto:jtrose@hunter.cuny.edu) or 212-650-3262) or Colleen Barry ([colleen.barry@hunter.cuny.edu](mailto:colleen.barry@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>

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