

**ANTH 3400**  
**PEOPLES AND CULTURES OF AFRICA**

MWF 12:00–12:50pm

Fall 2015 Terrill 120

**INSTRUCTOR:** Dr. Doug Henry

**OFFICE HOURS:** Monday 1:00 – 2:30; Wed 1:00 – 2:30; Chilton 330M, or by appointment 565-3836 email: dhenry@unt.edu

**Description**

This course is designed to explore the diversity of African people and culture through a variety of sources—ethnographies, films, literature, and narratives. We will address both the reality of life in contemporary Africa as well as the way it has been portrayed by anthropologists, explorers, historians, and the media. While this is an anthropology course, the subject of the course is Africa, not the history of anthropology in Africa. This means that we'll look in detail at the continent's rich geography, environment, history, politics, religion, economics, and ethnicities, as well as the challenges that current events in Africa pose for the rest of the world.

**Course Objectives**

1. To develop an awareness of the rich diversity of the peoples and cultures of the African continent.
2. To develop in students an open-minded objectivity in realizing not just other ways of doing things, but other possibilities of ways to make sense of the human condition.
3. To develop scholarly critical thinking skills, and effective means of organizing and presenting them.

**COURSE REQUIREMENTS**

**Electronic course readings.** The bulk of readings for this course will be available electronically through the course website. You should be able to access it by entering your student ID through UNT's "E-Campus" Blackboard Learn site: <https://learn.unt.edu/>. In addition, there are several websites that you will need to read through completely and thoroughly, and four short books (see syllabus). You can print the articles on any standard printer, either at home, in the library (where you need a copy card), or in a UNT computer lab (print for free).

**Texts**

Dangarembga, Tsitsi

1988 (2004) *Nervous Conditions*. New Hampshire: Berkeley, CA: Seal Press.

Stoller, Paul

1999 *Jaguar: a Story of Africans in America*. Chicago: University of Chicago Press.

Holloway, Kris

2007 *Monique and the Mango Rains: Two Years with a Midwife in Mali*.

Beah, Ishmael

2007 A Long Way Gone: Memoirs of a Boy Soldier. New York: Sarah Crichton Books.

**Class Project:** Students will be expected to do a detailed study of a selected African ethnic group or area (try to do a single subgroup within a country, not the whole country, though some exceptions can be made). The project will be completed in two phases. Phase 1 will be due after the first third of the course, Phase 2 near the end of the course. Late projects will be penalized. For each of these, double-space, use 12 point, Times New Roman font, with no more than 1.25” margins. Because it’s a research paper, you should use lots of in-text citations like this (Henry 2005), with a reference section at the end. Everyone will use “**turnitin.com**” to submit their papers electronically, and through Blackboard Learn.

Phase I: Find and name your group. Locate them geographically; find the names of the largest cities in the area. Start with geographic/ topographic information, answering at least the following questions: What is the terrain like? The weather? How does the geography/ topography condition their subsistence or style of life? What religions are represented? Can you characterize rites of passage, or relations between men and women? Research the colonial and post-colonial history of the country or area where your group is located, and how this impacted your group. Summarize the information in a 5-6 page paper turned in to me (i.e., at least 5 pages of text, not including pictures or the bibliography). You should have at least 5 sources, at least 3 of which need to come from non-internet/ webpage sources (simply citing a book that an Internet site also cites doesn’t count—you have to go to the library). Include in-text citations, and bibliographic references at the end.

Phase II: Begin with the Internet to do a research report on what Non Governmental Organizations (NGOs) or other development groups are doing in the region / country where your ethnic group is. Try to include both local and international agencies (and try this one for starters: <http://www.devdir.org/africa.htm>) . In your own words, describe the activities (DO NOT cut and paste from their website). What needs or problems exist that they are targeting? What activities are they doing to accommodate the interests of your ethnic group or other local communities? In writing up, you should probably start with some background research about the social problems and their prevalence in your group’s area (though this should not be the focus of your paper—about a page is OK), to give context for what the development agencies/ NGOs are doing. Summarize the information in a 6 – 8 page guide to be turned in. Your report may incorporate pictures, but (if you do this) 80% of it should still be text. You should have at least 5 sources, at least 2 of which need to come from non-internet sources. Include in-text references/ citations, and bibliographic references at the end.

In addition to the class projects, there will one short in-class map quiz, two in-class tests, and a final exam. Tests and the final will consist of multiple choice and short answer type questions, and will come from both assigned readings and class lectures. If class participation is not adequate, I reserve the right to make an increased number of unscheduled quizzes part of the Final grade. Make-up quizzes or tests will not be given unless the student has arranged in advance to miss or can document a legitimate excuse.

**Attendance/Class Participation:** I will take roll sporadically in class; you are allowed 2 unexcused absences. Because discussion and participation are important parts of this class, any additional unexcused absences will count against your grade. For an absence to be excused, I ask only that you contact me before the class to be missed. If you miss, you will be responsible for making up the material.

**Student Evaluation:**

Map & Readings Quizzes	12% of grade
Project (Phase I)	17% of grade
2 Tests	18% of grade each
Project (Phase II)	17% of grade
Final	18% of grade

Your primary responsibility as a student is to master the material presented in class and in the readings. This is easily achieved, with steady work. Come to class and do the readings! I wouldn't assign bad readings—they're all in fact pretty good. At times concepts or issues raised might be unclear. Students come from a variety of backgrounds and have various experience, strengths, and weaknesses. If you have ANY questions or feel unsure about any class material, see me after class or during office hours as soon as you realize there may be a problem. DON'T wait until the end of the term. Please realize that my goal as an instructor is not just to grade, evaluate, and test, but to help you gain a valuable life perspective to carry outside the class, into whatever you do.

**Plagiarism and Cheating.** The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. Students suspected of any of these will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in your dismissal from the university. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

**Student Behavior in the Classroom.** Student behavior that interferes with other students' opportunity to learn is unacceptable and will not be tolerated. The instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct.

## COURSE SCHEDULE AND READING ASSIGNMENTS

<u>Date</u>	<u>Topic</u>	<u>Assignment</u> (to be read <u>before</u> class)
Aug 24	Introduction to Course	
Aug 26	“Ethiopia” and the Idea of Africa	Jere-Malanda (e-campus) Mulady (e- campus)
Aug 28	The Lenses through which we see Africa Film: <i>Tubabs in Africa</i>	Spence-Okoye the Onion (e- campus) Caldwell, Ellen
Aug 31	Geography, Climate, and People	Nowak, Rachel (e-campus)
Sept 2	<b>MAP QUIZ</b> Fossil Finds, Human Origins	<a href="http://humanorigins.si.edu/evidence/human-fossils/species">http://humanorigins.si.edu/evidence/human-fossils/species</a>
Sept 4	Migrations and language	<a href="http://allafrica.com/stories/200101080391.html">http://allafrica.com/stories/200101080391.html</a>
Sept 7	<b>Labor Day (no classes)</b>	
Sept 9	Ancient Civilizations	Khpera, Saafu (e- campus) McConnell (e- campus)
Sept 11	Africans in the Americas – I (the Slave Trade)	<a href="http://news.bbc.co.uk/1/hi/world/africa/1523100.stm#text">http://news.bbc.co.uk/1/hi/world/africa/1523100.stm#text</a>
Sept 14	Film: “ <i>The Language You Cry In</i> ” (53 min)	Dressler (e- campus)
Sept 16	Colonialism	Lugard (e- campus)
Sept 18	Colonialism II	Rodney (e- campus)
Sept 21	Film: <i>Thomas Sankara? (TBA)</i>	--
<b>Sept 23</b>	<b>Test 1</b>	
Sept 25	Social and Economic Organization Hunter-Gatherers	Wilke and Morelli, Parts I and II (e- campus)

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Sept 28	Social and Economic Organization Pastoralists	Harman (e- campus) Fratkin (e-campus)
Sept 30	Film: <i>Milking the Rhino (52 min)</i>	---
Oct 2	Social Organization – Horticulture, Agriculture, Urbanization	Packer (e- campus)
<b>Oct 5</b>	Horticulture, Agriculture, Urbanization- II. <b><i>Class project Phase I due</i></b>	Dangarembga
<b>Oct 7</b>	<i>FILM: Monday's Girls (50 min)</i>	
<b>Oct 9</b>	Marriage, Coming of Age, Discussion	Dangarembga
Oct 12	Social Transformations and Gender	----
Oct 14	Social Transformations and Gender II	Ubah (e- campus)
Oct 16	Religion, Philosophy, and Cosmology	Kopytoff (e- campus)
<b>Oct 19</b>	Religion II	Soares (e-campus)
<b>Oct 21</b>	Discussion, Witchcraft	Evans-Pritchard (e- campus)
<b>Oct 23</b>	Aesthetics, Spirituality- AO	Touber (e-campus)
Oct 26	<b>Test 2</b>	-----
Oct 28	Contemporary Issues – Politics	Masquelier (e- campus)
Oct 30	FILM “ <i>Banking the Unbanked</i> ”	-----
<b>Nov 2</b>	Globalization and the Economy	The Economist (Heart of the Matter (e- campus) Gary and Karl (e-campus) Lambert (e-campus)
<b>Nov 4</b>	Africans in the Americas – II	Stoller
<b>Nov 6</b>	Discussion	Stoller
Nov 9	Contemporary Issues – Poverty	The World Bank (e- campus) LaFranière (e-campus)

Nov 11	Contemporary Issues – Distribution of Health Care	Holloway
Nov 13	Contemporary Issues-	Holloway
<b>Nov 16</b>	Nutrition, AIDS, and Malaria <b>Class Project Phase 2 due</b>	
<b>Nov 18</b>	<i>FILM: God Grew Tired of Us</i>	Beah
<b>Nov 20</b>	<i>God Grew Tired of Us- II</i>	
Nov 23	Contemporary Issues – Conflict and Refugees I	Beah
Nov 25	Conflict and Refugees II (Discussion)	McLaughlin (e-campus)
Nov 27	<b>No class! Thanksgiving Break</b>	
<b>Nov 30</b>	Course wrap-up and review	
<b>Dec 2</b>	STUDY DAY	
<b>Dec 4</b>	STUDY DAY	-----
Final Exam	Wed Dec 9th, 10:30 - 12:30 p.m.	

*Note: The instructor reserves the right to add, delete, or revise segments of this course or syllabus.*

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**Sources for map quiz help or practice**

<http://www.worldatlas.com/webimage/countrys/africa/africaa.htm>

<http://www.ilike2learn.com/ilike2learn/africa.html>