

**ANTH 3400**  
**PEOPLES AND CULTURES OF AFRICA**  
MWF 12:00–12:50pm  
Fall 2020 REMOTE LEARNING!

**INSTRUCTOR:** Dr. Doug Henry

**OFFICE HOURS:** By Zoom appointment. Just email me to set up a time: [doug.henry@unt.edu](mailto:doug.henry@unt.edu)

**Instructional Assistant:** Tristan Seikel. [TristanSeikel@my.unt.edu](mailto:TristanSeikel@my.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" Canvas 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 three phases. Phase 1 will be due after the first third of the course, Phase 2 in the middle; Phase 3 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 1.2” margins. Because it’s a research paper, you will need to use lots of in-text citations like this (Henry 2005), with a reference section at the end (cite like the readings listed above). Everyone will submit their papers electronically, through our UNT Canvas course.

**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-era history of the country or area where your group is located, and how this impacted your group. Summarize the information in a 5 page double-spaced paper turned in to me (i.e., 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 website). Don’t plagiarize. Include in-text citations, that look like this (Henry 2014), and bibliographic references at the end (you can use the style of the readings that I have in the syllabus, above).

**Phase II:** I want you to research the arts/ arts scene in the country where your group is located (it can be just your group, or you can broaden out to the country-level). Pick a particular artform to research, something like a particular music style or drumming, cinema, fabric, dance, fashion, even hairstyling- either traditional arts, or contemporary. Try to zero in on just 1 artform (although 2 is acceptable), so you can research it in depth. E.g.- “Nollywood film,” “Malian kora,” “Congolese bark-cloth,” “Ugandan dance,” “Accra fashion scene,” “Senegalese hip hop.” Include answers to the questions, “what is unique about this art form?” “what is its history?” “who are the major artists/ practitioners?” You’ll need 3-5 citations total; you must use at least one UNT library source, but can also use Internet webpages in addition to this. Don’t plagiarize. Include in-text citations, that look like this (Henry 2014), and bibliographic references at the end (you can use the style of the readings that I have in the syllabus, above). Make sure you cite all internet sources! 2-3 pages, double-spaced.

**Phase III:** Begin with either library sources or the Internet to do research on what current issues and/ or challenges exist for the people in your research area. Pick one or two of these issues, and construct a research paper around what the issues are, and what development agencies (e.g.- Non Governmental Organizations/ NGOs, or other development groups) are doing about them. Try to include both local and international agencies (you can google something like “COUNTRY-NAME development directory NGO,” or use something like “NGOExplorer.org”). 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? Try to hone in on a particular area, such as “YOUTH” or “HEALTH” or “CHILDREN” or “EDUCATION” or “ENVIRONMENT.” 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 1-2 pages is OK), to give context for what the development agencies are doing. Summarize the information in a 5 – 6 page guide to be turned in. 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 readings 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:** You'll be required to attend at least 17 out of our 33 Zoom meetings. Because discussion and participation are important parts of this class, you'll be able to put questions in the "Chat" bar within Zoom, and I'll spend some minutes at the end of class going through them. I'll also likely pose questions to the class during our meetings.

**Student Evaluation:**

Map Quiz	9% of grade (90 points)
Project (Phase I)	13% of grade (130 points)
Test 1	16% of grade (160 points)
Test 2	16% of grade (160 points)
Project (Phase II)	12% of grade (120 points)
Project (Phase III)	15% of grade (150 points)
Final	16% of grade (160 points)
UNT Core Evaluation (required) –	2% of grade (20 points)
Readings quizzes	4% of grade (40 points)
<b>TOTAL POINTS POSSIBLE</b>	<b>1,030</b>

All quizzes and tests will be given online, and will be timed. Your attendance at Zoom meetings will be considered "bonus" points where you can "bump" up your grade a few points if you are on the borderline). 17 Zoom meetings will be considered the standard.

TOTAL POINTS:	1,030
	927–1,030 = A
	824 – 926 = B
	721 – 823 = C
	618 – 721 = D
	0 – 618 = F

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 Virtual 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.

**Absences.** During the COVID-19 pandemic, a higher rate of absenteeism is likely. Students may become ill or asked to self-isolate because they have come in contact with someone who tested positive for COVID-19. While class attendance is expected, it is important to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. In spring 2020, Faculty Senate approved a COVID-19 impact on attendance statement to include in course syllabi. The statement was revised in July to align with newly adopted UNT procedures. Below is the attendance impact statement to include in fall 2020 syllabi. It is also included in the [syllabus template available on the DSI CLEAR website](#).

**Attendance Policy.** We will have 33 synchronous Zoom meetings MWF 12-1pm during this class. You will need to attend at least 17 of them “live.” I will post the meeting link and password in Canvas. More than 17 live attendances will get you extra credit for the course.

**COVID-19 impact on attendance.** While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any [symptoms of COVID-19](#) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**Class Materials for remote instruction.** It’s a fully “remote instruction” class, so the only thing you’ll need is a computer that has access to the Internet and UNT Canvas, that can read Adobe pdf documents.

**Class Recordings.** Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

**Face Coverings on the UNT Campus.** Face coverings are required inside of all UNT facilities. If you are unable to wear a face covering or do not feel you can safely attend class without your face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated by your instructor.

## COURSE SCHEDULE AND READING ASSIGNMENTS

**Days highlighted in yellow mean “NO ZOOM CLASS MEETING”**

<b>Date</b>	<b>Topic and Pre-Class Readings:</b>
Aug 24	<b>Introduction to Course</b>
Aug 26	<b>Encountering and Representing Africa:</b> The “Idea” of Africa  <i>Readings before class (in Canvas):</i> <i>Jere-Malanda, Regina (2004) Confessions of a Foreign Correspondent. Ode Magazine, September 2004</i>
Aug 28	<b>The Lenses through which we see Africa</b> No Zoom Meeting today- watch the film! Film: <i>Tubabs in Africa</i> (56 min) <a href="https://libproxy.library.unt.edu:4498/watch/tubabs-in-africa">https://libproxy.library.unt.edu:4498/watch/tubabs-in-africa</a>  <i>Readings before class:</i> Go to Instagram, and spend 5 minutes looking at each account: “Barbie Savior,” and “Bits of Borno.” Come to class next week ready to talk about their differences in perspective, and what they show, and the messages they get across.
Aug 31	<b>Geography, Climate, and People</b>  <i>Readings before class (in Canvas):</i> <i>Nowak, Rachel (2002) How the Rich Stole the Rain. New Scientist. London: Jun 15, 2002. 174 (2347): 4-5</i>
Sept 2	<b>Human Origins and migrations</b>

**No Readings- study the Map!**

Sept 4 **MAP QUIZ NEEDS TO BE COMPLETED IN CANVAS!**

*(no Zoom class today- do the Map Quiz in Canvas)*

Sept 7 **Labor Day (no classes)**

Sept 9 **Migrations and language, Ancient Civilizations**

**Readings before class (online):**

*If its Africa, it Must be a Tribe:*

<https://allafrica.com/stories/200101080391.html>

Sept 11 **Ancient Civilizations**

**Readings before class (in Canvas):**

*Khpera, Saafu. (2000). Ancient Egypt: Africa's Stolen Legacy. New African, Oct2000 Issue 389: 18-26.*

*McConnell, Tristan (2005). In Timbuktu, a New Move to Save Ancient Manuscripts. Christian Science Monitor. February 5, 2008.*

Sept 14 **Africans in the Americas – I**  
(the Slave Trade)

**Readings before class (in Canvas):**

*Gyasi, Yaa (2016) Esi. In Homecoming. New York: Alfred Knopf*

Watch this clip of the author: <https://www.youtube.com/watch?v=IDB0y-dWDOE>

Sept 16 **NO ZOOM MEETING TODAY.**

**WATCH the Class Film: "The Language You Cry In" (53 min)**

<https://libproxy.library.unt.edu:4498/watch/the-language-you-cry-in>

**Readings before class (in Canvas):**

*Gyasi, Yaa (2016) Esi. In Homecoming. New York: Alfred Knopf (just finish if you haven't already)*

Sept 18 **Slave Trade - II**

*Watch these videos before class (in Canvas):*

**Big Think - Uzodinma Iweala- What is the legacy of colonialism in Africa? (5 min)**  
<https://www.youtube.com/watch?v=hwOqmThOL0U>

**Big Think- Richard Dowden- Colonialism's Impact on Africa (4 min)**  
<https://www.youtube.com/watch?v=xhnG8JbBegA>

Sept 21

### **Colonialism I**

*Readings before class (in Canvas):*

Rodney, Walter (1972) *The Supposed Benefits of Colonialism to Africa. In How Europe Underdeveloped Africa. Washington, DC: Howard University Press.*

Sept 23

### **Colonialism II**

*No Readings*

Sept 25

**Test 1 (no Zoom class today- the test will be available on Canvas for today only)**

Sept 28

### **Social and Economic Organization**

Hunter-Gatherers

*Readings before class (in Canvas):*

David S. Wilke and Gilda A. Morelli. (2000) *Forest Foragers: A Day in the Life of the Efe Pygmies in the Democratic Republic of Congo, Parts 1 and 2. Cultural Survival Quarterly 24 (3), (4).*

Sept 30

### **Social and Economic Organization**

Hunting-Gathering and Pastoralism

*Readings before class (in Canvas):*

Harman, Danna (2001). *Kenya's Child Shepherds Tend the Books by Night. Christian Science Monitor. September 4, 2001.*

Fratkin, Elliot (2001) *East African Pastoralism in Transition. African Studies Review 44 (3): 1-25.*

Oct 2

No Zoom class today- watch the film!

**Film:** *Milking the Rhino (52 min)*

***No Readings- work on class project!***

Oct 5                    **Social and Economic Organization –  
Pastoralism II**

*No readings*  
**Class project Phase I due!!**

Oct 7                    **Horticulture, Agriculture**

*Readings before class (in Canvas):*  
Start reading *Dangarembga, Tsitsi (1988) Nervous Conditions. Boulder, CO: Rienner Publishers (read through page 65)*

Oct 9                    **Urbanization**

*Readings before class (in Canvas):*  
Francesca Perry (2016). Beyond the Chaos: a real human bond: Lagos residents share their stories <https://www.theguardian.com/cities/2016/feb/26/things-changing-better-lagos-residents-share-stories>

Sarah Khan (2018). “36 hours in Johannesburg”  
<https://www.nytimes.com/2018/02/08/travel/36-hours-in-johannesburg.html>

Oct 12                   **Marriage, Coming of Age, Discussion**

*Readings before class (in Canvas):*  
*Dangarembga, Tsitsi (1988) Nervous Conditions. Boulder, CO: Rienner Publishers (read through page 121)*

Oct 14                   **FILM:** Subira (96 min)  
<https://libproxy.library.unt.edu:4498/watch/subira>  
No Zoom class meeting today- just watch the film!

*Readings before class (in Canvas):*  
*Adegbeye, Olutimehin (2018). Husbands to rent: try being a single woman in Nigeria. <https://africasacountry.com/2018/10/husbands-to-rent>*

Oct 16                   **Social Transformations and Gender II**

*Readings before class (in Canvas):*  
*Watch Vice- The Land of No Men*  
[https://video.vice.com/en\\_us/video/samburu-land-of-nomen/55dba6111956df9a33a7581c](https://video.vice.com/en_us/video/samburu-land-of-nomen/55dba6111956df9a33a7581c)



Oct 19           **Transformations, Religion, Philosophy,  
and Cosmology**

**Readings before class (in Canvas):**

*Kopytoff, Igor (1971) Ancestors as Elders in Africa. Africa 41 (2): 129-142.*

Oct 21           **Cosmology/ Religion II**

**Readings before class (in Canvas):**

*Soares, Claire (2006) It's Joyeux Noel In Muslim Senegal. Christian Science Monitor. December 20, 2006*

Oct 23           **Discussion, Witchcraft**

**Readings before class (in Canvas):**

*Evans-Pritchard, E.E. (1985) The Notion of Witchcraft Explains Unfortunate Events. In Witchcraft, Oracles, and Magic Among the Azande. Oxford: Oxford University Press.*

Oct 26           **Test 2 (no Zoom class today; test will be available on Canvas this day only!)**

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Oct 28           **Contemporary Issues: Politics and the State**

**Readings before class (in Canvas):**

*Masquelier, Adeline (2001) Behind the Dispensary's Prosperous Façade: Imagining the State in Rural Niger. Public Culture 13 (2): 267-291.*

Oct 30           **Aesthetics, Spirituality, and World View-I**

**Readings before class (in Canvas):**

*Touber, Tijn (2004). The World According to Ubuntu. Ode Magazine, September 2004.*

*Start reading Paul Stoller's Jaguar: a story of Africans in America*

Nov 2           **African Aesthetics and Art**

**Class project Phase 2 due;**

*No readings*

Nov 4           **Africans in the Americas (no Zoom meeting this week)**

**Film:** *Dollars and Dreams: West Africans in New York.*

<https://libproxy.library.unt.edu:4498/watch/dollars-and-dreams-west-africans-in-new-york>

**Readings before class:**

Stoller, Paul (1999) *Jaguar: a Story of Africans in America*. Chicago: University of Chicago Press. (Finish book for class)

**Nov 6 Africans in the Americas II.**

**Readings before class (in Canvas):**

Gary, Ian, and Terry Karl (2005) *Bottom of the Barrel: Africa's Oil Boom and the Poor*. Technical Report for Catholic Relief Services. Baltimore: Catholic Relief Services.

**Nov 9 Globalization and the Economy - I**

**Video to watch before class:**

**Youtube: Born Free: Hip Hop in Johannesburg**  
<https://www.youtube.com/watch?v=npdpOTWhXjc>

**Nov 11 Film "Big Men," by Rachel Boynton (no class Zoom meeting)**

<https://unt.kanopy.com/video/big-men>

**Readings (in Canvas):**

The World Bank (2005) *Planning for the "Decade of Africa."* Washington, DC: the World Bank Group.

La Franiere, Sharon (2006) *Africa's World of Forced Labor, in a 6 Year Old's Eyes*. *The New York Times*, October 28, 2006.

**Nov 13 Contemporary Issues: Poverty and the Distribution of Health Care**

**Readings before class (in Canvas):**

Holloway, Kris (2007). *Monique and the Mango Rains: Two Years with a Midwife in Mali*. – READ FIRST HALF

**Nov 16 Globalization II, and Poverty**

**Readings before class (in Canvas):**

Holloway, Kris (2007). *Monique and the Mango Rains: Two Years with a Midwife in Mali*. SECOND HALF.

**Nov 18 Discussion, Conflict and Refugees I**

Beah, Ishmael (2007). *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Sarah Crichton Books.- READ FIRST THIRD

**Nov 20** **Film: TO BE ANNOUNCED** (Possibly *God Grew Tired of Us*)  
**Readings:**  
*Beah, Ishmael (2007). A Long Way Gone: Memoirs of a Boy Soldier. New York: Sarah Crichton Books.- READ SECOND THIRD*

**Nov 23** **Nutrition, AIDS, and Malaria**  
**Readings**  
*Beah, Ishmael (2007). A Long Way Gone: Memoirs of a Boy Soldier. New York: Sarah Crichton Books.- READ FINAL THIRD*

**Nov 25** **NO IN-CLASS MEETING** (Day before Thanksgiving)  
**Class Project Phase 3 due**

**Nov 27** **No class! Thanksgiving Break**

**Nov 30** **Conflict and Refugees II** (Discussion)  
**Video to watch before class:**  
*Vice- Wrestling for Peace*  
[https://video.vice.com/en\\_us/video/wrestling-for-peace-in-south-sudan/57bc533c40f990b3503a566e](https://video.vice.com/en_us/video/wrestling-for-peace-in-south-sudan/57bc533c40f990b3503a566e)

**Dec 2** Course wrap-up and review  
**Don't forget to do the core assessment in Canvas, worth 4% of your grade.**

**Dec 4** **STUDY DAY**  
**DO CORE ASSESSMENT!**

**Dec 6** -----

**Final Exam** **Wed Dec 9th** **This day only!**

*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>