

ANTH 3400
PEOPLES AND CULTURES OF AFRICA
MWF 12:00–12:50pm
Fall 2019 Chemistry Bldg, 352

INSTRUCTOR: Dr. Doug Henry
OFFICE HOURS: Tuesday 12:00 – 2:30pm; GAB 110B,
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" 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 should use lots of in-text citations like this (Henry 2005), with a reference section at the end (cite like at the end of the syllabus). Everyone will use "turnitin.com" to submit their papers electronically, and 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 4-5 page 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. You can pick something like a particular music style or drumming, cinema, fabric, dance, fashion, even hairstyling- either traditional arts, or contemporary. E.g.- "Nollywood film," Malian kora, Congolese bark-cloth, "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. 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 (and try this site for starters: <http://www.wango.org/resources.aspx?section=ngodir>). 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? Consider honing 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: I will take roll sporadically in class, probably about 10 times total; 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 Quiz	9% of grade (90 points)
Project (Phase I)	14% of grade (140 points)
Test 1	16% of grade (160 points)
Test 2	16% of grade (160 points)
Project (Phase II)	13% of grade (130 points)
Project (Phase III)	15% of grade (150 points)
Final	16% of grade (160 points)

Readings quizzes will count up to 10 extra points

Attendance will be taken approximately 10 times, for up to 20 points. I will use my discretion towards using attendance (and therefore participation) to “bump” up your grade a few points if you are on the borderline)

TOTAL POINTS: 1,000

900 – 1,000 = A

800 – 899 = B

700 – 799 = C

600 – 699 = D

0 – 599 = 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 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 and Pre-Class Readings:</u>
Aug 26	Introduction to Course
Aug 28	<p>Encountering and Representing Africa: The "Idea" of Africa</p> <p><i>Readings before class (in Canvas):</i> <i>Jere-Malanda, Regina (2004) Confessions of a Foreign Correspondent. Ode Magazine, September 2004</i></p>
Aug 30	<p>The Lenses through which we see Africa Film: <i>Tubabs in Africa</i></p> <p><i>Readings before class:</i></p>

Go to Instagram, and spend 5 minutes looking at each account: “Barbie Savior,” and “Bits of Borno.” Come to class ready to talk about their differences in perspective, and what they show, and the messages they get across.

Sept 2 **Labor Day (no classes)**

Sept 4 **Geography, Climate, and People**

Readings before class (in Canvas):

Nowak, Rachel (2002) *How the Rich Stole the Rain*. *New Scientist*. London: Jun 15, 2002. 174 (2347): 4-5

Sept 6 **MAP QUIZ**
Human Origins and migrations

No Readings- study the Map!

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 13 **Africans in the Americas – I**
(the Slave Trade)

Readings before class (in Canvas):

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

Sept 16 **Class Film: “The Language You Cry In” (53 min)**

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 20

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

Sept 27

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, Part I.* *Cultural Survival Quarterly* 24 (3)

(2001) *Forest Foragers: A Day in the Life of the Efe Pygmies in the Democratic Republic of Congo, Part II.* *Cultural Survival Quarterly* 24 (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 **Film:** *Milking the Rhino* (52 min)

No Readings- work on class project!

Oct 4 **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 11 **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:** Monday’s Girls (50 min)

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

Oct 18

**Transformations, Religion, Philosophy,
and Cosmology- class may move online today! I have a meeting scheduled.**

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 25

Test 2

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 1

Class project Phase 2 due; Africans in the Americas

No readings

- Nov 4** **Africans in the Americas – II Discussion**
In class film: *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** **Globalization and the Economy**
- 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.
- Setter, Gordon (2008) Coltan and the Congo. Sharp. May 2008*
<http://sharpmagazine.com/> Accessed August 2017.
- Nov 8** **Globalization - II**
- Video to watch before class:**
Youtube: Born Free: Hip Hop in Johannesburg
<https://www.youtube.com/watch?v=npdpOTWhXjc>
- Nov 11** **Contemporary Issues – Wealth Inequality**
- Readings before class (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 15** **Discussion, Possibly film: “Poverty, Inc.”**
- 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 <i>NO Readings</i>
Nov 20	Film: God Grew Tired of Us- I Readings: <i>Beah, Ishmael (2007). A Long Way Gone: Memoirs of a Boy Soldier. New York: Sarah Crichton Books.- READ FIRST THIRD</i>
Nov 22	Film: God Grew Tired of Us - II Readings: <i>Beah, Ishmael (2007). A Long Way Gone: Memoirs of a Boy Soldier. New York: Sarah Crichton Books.- READ SECOND THIRD</i>
Nov 25	Nutrition, AIDS, and Malaria Readings <i>Beah, Ishmael (2007). A Long Way Gone: Memoirs of a Boy Soldier. New York: Sarah Crichton Books.- READ FINAL THIRD</i>
Nov 27	NO IN-CLASS MEETING (Day before Thanksgiving) Class Project Phase 3 due
Nov 29	No class! Thanksgiving Break
Dec 2	Conflict and Refugees II (Discussion) Video to watch before class: <i>Vice- Wrestling for Peace</i> https://video.vice.com/en_us/video/wrestling-for-peace-in-south-sudan/57bc533c40f990b3503a566e
Dec 4	Course wrap-up and review
Dec 6	STUDY DAY -----

Final Exam Wed Dec 11th, 10:30 - 12:30 p.m.

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

Sources for map quiz help or practice

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

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