

ANTH 3400
PEOPLES AND CULTURES OF AFRICA

MWF 12:00–12:50pm

Fall 2021 CHEM 352

INSTRUCTOR: Dr. Doug Henry

OFFICE HOURS: By Zoom appointment. Just email me to set up a time: doug.henry@unt.edu

Instructional Assistant:

Description

This course is designed to explore the diversity of African people and culture through a variety of sources—ethnographies, films, literature, videos, 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 its people, and for the rest of the world. There are no course prerequisites.

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 three short books (see syllabus). If you want you can print the articles on any standard printer, either at home, in the library, or in a UNT computer lab (print for free).

Texts

Dangarembga, Tsitsi

(2004) *Nervous Conditions*. New Hampshire: Berkeley, CA: Seal 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 2019), 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 2019), and bibliographic references at the end (you can use the style of the readings that I have in the syllabus). 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, short assignments covering the book-readings, two 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. Make-up quizzes or tests will not be given unless the student has arranged in advance to miss or can document a legitimate excuse.

Computer Skills & Digital Literacy

To succeed in the course, there are some things you should know how to do:

- Use Canvas
- Use email and the Internet
- Use Microsoft Word (or similar word processor)
- Use the UNT library catalog

Attendance/Class Participation: UNT is requiring me to take attendance every class. Also- if you want to do well on the exams, you'll have to come to class.

Student Evaluation:

Map Quiz	8% of grade (80 points)
Project (Phase I)	13% of grade (130 points)
Test 1	15% of grade (150 points)
Test 2	15% of grade (150 points)
Project (Phase II)	12% of grade (120 points)
Project (Phase III)	15% of grade (150 points)
Final	15% of grade (150 points)
Film Assignments/ responses	5% of grade (50 points)
Readings Assignments/ responses	3% of grade (30 points)
<u>UNT Core Evaluation</u>	<u>2% of grade (20 points)</u>
TOTAL POINTS POSSIBLE	1,030

All quizzes and tests will be given online, and will be timed.

TOTAL POINTS:

$$927-1,030 = A$$

$$824 - 926 = B$$

$$721 - 823 = C$$

$$618 - 720 = D$$

$$0 - 617 = F$$

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, watch the films, 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.

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.

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) 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 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.

Face Coverings on the UNT Campus. UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated by your instructor.

Class Copyright. This class and all the written materials in Canvas are copyrighted. Students may not post or otherwise share anything from class outside of class. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to both lawsuits and disciplinary action.

UNT IT Help Desk

Email: helpdesk@unt.edu

Live Chat: <https://it.unt.edu/helpdesk/chatsupport>

Phone: 940-565-2324

In Person: Sage Hall, Room 330

Hours and Availability: Visit <https://it.unt.edu/helpdesk> for up-to-date hours and availability

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

COURSE SCHEDULE AND READING ASSIGNMENTS

Days highlighted in yellow mean “NO IN-CLASS MEETING”

<u>Date</u>	<u>Topic and Pre-Class Readings:</u>
Aug 23	Introduction to Course
Aug 25	Encountering and Representing Africa: The “Idea” of Africa

Readings before class (in Canvas):

Jere-Malanda, Regina (2004) *Confessions of a Foreign Correspondent*. *Ode Magazine*, September 2004

Aug 27

The Lenses through which we see Africa No IN-CLASS today- watch the film!

Film: *Tubabs in Africa* (56 min)

<https://video-alexanderstreet-com.libproxy.library.unt.edu/watch/tubabs-in-africa>

(note: if the link doesn't work, just link to it yourself through the UNT library catalog).

Readings before class:

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 about "Africans," the messages they get across.

Aug 30

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 1

Human Origins and migrations

No Readings- study the Map!

Sept 3

MAP QUIZ NEEDS TO BE COMPLETED IN CANVAS!

(NO IN-CLASS today- do the Map Quiz in Canvas)

Sept 6

Labor Day (no classes)

Sept 8

Migrations and language, Ancient Civilizations

Readings before class (online):

Chris Lowe: *The Trouble With Tribe: how a common word masks complex African Realities*. <https://www.learningforjustice.org/magazine/spring-2001/the-trouble-with-tribe>

Sept 10

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*.

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

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

Sept 15 NO IN-CLASS TODAY.

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

<https://web.microsoftstream.com/video/0452ef30-6ee9-43c1-9c79-255c1bbcc2ab?referrer=https:%2F%2Fiii.library.unt.edu%2F>

If the link doesn't work, just find the link yourself through the UNT Library catalog

Readings before class (in Canvas):

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

Sept 17 **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 22 **Colonialism II**

Noah, Trevor (2019). *Apartheid and Born a Crime*. Pp.19-31 In *Born a Crime: stories from a South African Childhood*. New York: Spiegel and Grau

Sept 24 **Test 1 (no in-class today- the test will be available on Canvas for today only)**

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, Parts 1 and 2. Cultural Survival Quarterly 24 (3), (4).

Sept 29 **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 1 No in-class today- watch the film!

Film: *Milking the Rhino (52 min)*

<http://docuseek2.com.libproxy.library.unt.edu/view/check/149123815610000001197100000120/1/0/0> or- search the library catalog

No Readings- work on class project!

Oct 4 **Social and Economic Organization –**
 Pastoralism II

No readings

Class project Phase I due!!

Oct 6 **Horticulture, Agriculture**

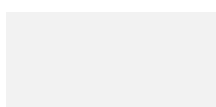
Readings before class (in Canvas):

Start reading Dangarembga, Tsitsi (1988) Nervous Conditions. Boulder, CO: Rienner Publishers (read through page 65)

Oct 8 **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>

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)

READINGS ASSIGNMENT DUE IN CANVAS! (10 points)

Oct 13 FILM: Subira (96 min)

<https://video-alexanderstreet-com.libproxy.library.unt.edu/watch/subira>

No in-class meeting today- just watch the film!

Readings (in Canvas):

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

Oct 15 Social Transformations and Gender II

Readings (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

Readings before class (in Canvas):

Aderibigbe, Ibigbolade (2015). Religious Traditions in Africa: an Overview of Origins, Basic Beliefs, and Practices. Pp. 7-18 in Contemporary Perspectives on Religions in Africa and the African Diaspora. Aderibigbe and Jones, Eds. New York: Palgrave Macmillan.

Oct 20 Cosmology/ Religion II

No Readings before class (in Canvas):

Start reading Evans-Pritchard!

Oct 22 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 (no in-class today; test will be available on Canvas this day only!)

Oct 27 **Contemporary Issues: Politics and the State**

Readings before class (in Canvas):

Mwenda, Andrew (2021). The Challenge of Democratic Politics. The Independent. June 28, 2021.

Oct 29 **Aesthetics, Spirituality, and World View-I**

Readings before class (in Canvas):

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

Nov 1 **African Aesthetics and Art**

Class project Phase 2 due;

No readings

Nov 3 **Africans in the Americas (no in-class meeting)**

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:

Adichie, Chimamanda (2010). The Thing Around Your Neck. New York: Knopf Doubleday Publishing Group.

Nov 5 **Africans in the Americas II.**

Readings before class (in Canvas):

Adebayo, Sakiru (2021). The Nigerian Dream is to Leave Nigeria.

<https://africasacountry.com/2021/03/the-nigerian-dream-is-to-leave-nigeria>

Nov 8 **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 10 **Film “Big Men,” by Rachel Boynton (no in-class meeting)**

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

Readings (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 12

Contemporary Issues: Poverty

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

Globalization II: Poverty, Education, Health

Readings before class (in Canvas):

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

Nov 17

FILM: God Grew Tired of Us

LISTEN to the first 25 minutes of “On Being” NPR podcast with Wangari Maathai:
<https://onbeing.org/programs/wangari-maathai-marching-with-trees/>

Nov 19

No class today. Instead, start reading:

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

Nov 22

Actual: Conflict and Refugees I
Nutrition, AIDS, and Malaria

Readings

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

Nov 24

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

Nov 26

No class! Thanksgiving Break

Nov 29 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

Dec 1 Course wrap-up and review
Don't forget to do the core assessment in Canvas, worth 2% of your grade.

Dec 3 STUDY DAY

DO CORE ASSESSMENT!

Dec 6 -----

Final Exam Wed Dec 8th This day only!

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

Sources for map quiz help or practice

<https://online.seterra.com/en/vgp/3163>

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

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