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, the media, and African scholars themselves. 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 (all of these can be rented through the UNT bookstore for about $25. Or- you can also buy them on Amazon for cheap!).
Dangarembga, Tsitsi

Holloway, Kris
2007 Monique and the Mango Rains: Two Years with a Midwife in Mali.

Beah, Ishmael
**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. For all of these, don’t plagiarize, or use an AI software like “ChatGPT” (UNT monitors for “AI” software use, anyway).

**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 a UNT library source (e.g.- 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). Remember, don’t plagiarize, or use a “ChatGPT” kind of AI. 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. 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 of text, 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 be 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: If you want to do well on the exams, you’ll have to come to class.

Student Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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</thead>
<tbody>
<tr>
<td>Map Quiz</td>
<td>8% of grade (80 points)</td>
</tr>
<tr>
<td>Project (Phase I)</td>
<td>13% of grade (130 points)</td>
</tr>
<tr>
<td>Test 1</td>
<td>15% of grade (150 points)</td>
</tr>
<tr>
<td>Test 2</td>
<td>15% of grade (150 points)</td>
</tr>
<tr>
<td>Project (Phase II)</td>
<td>12% of grade (120 points)</td>
</tr>
<tr>
<td>Project (Phase III)</td>
<td>15% of grade (150 points)</td>
</tr>
<tr>
<td>Final</td>
<td>15% of grade (150 points)</td>
</tr>
<tr>
<td>Film Assignments/responses</td>
<td>5% of grade (50 points)</td>
</tr>
<tr>
<td>Readings Assignments/responses</td>
<td>3% of grade (30 points)</td>
</tr>
<tr>
<td>UNT Core Evaluation</td>
<td>2% of grade (20 points)</td>
</tr>
</tbody>
</table>

**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, take notes, 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. The unauthorized use of “ChatGPT” kind of AI software is also considered cheating. 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.

Attendance. I will randomly take attendance in class. Those with higher attendance rates will be “bumped up” should they have a borderline grade.

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
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-1054-4212710328)

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

Academic Support Services
• Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
• Academic Success Center (https://success.unt.edu/asc)
• UNT Libraries (https://library.unt.edu/)
• Writing Lab (http://writingcenter.unt.edu/)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Pre-Class Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 21</td>
<td>Introduction to Course</td>
</tr>
<tr>
<td>Aug 23</td>
<td>Encountering and Representing Africa: The “Idea” of Africa</td>
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<tr>
<td>Aug 25</td>
<td>The Lenses through which we see Africa</td>
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<tr>
<td></td>
<td>No IN-CLASS today- watch the film!</td>
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<tr>
<td></td>
<td>Film: <em>Tubabs in Africa</em> (56 min)</td>
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<tr>
<td></td>
<td><a href="https://video.alexanderstreet.com/watch/tubabs-in-africa">https://video.alexanderstreet.com/watch/tubabs-in-africa</a></td>
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<tr>
<td></td>
<td>(note: if the link doesn’t work, just link to it yourself through the UNT library catalog).</td>
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<td></td>
<td><em>Readings before class:</em></td>
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<tr>
<td></td>
<td>Go to Instagram, and spend 5-10 minutes looking at the Community: “OkayAfrica.”</td>
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<tr>
<td></td>
<td>Come to class next week ready to talk about the differences in perspectives you see about</td>
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<tr>
<td></td>
<td>“Africans,” and the messages they get across.</td>
</tr>
<tr>
<td>Aug 28</td>
<td>Geography, Climate, and People</td>
</tr>
<tr>
<td></td>
<td><em>Readings before class (in Canvas):</em></td>
</tr>
<tr>
<td>Aug 30</td>
<td>Human Origins and migrations</td>
</tr>
<tr>
<td></td>
<td><em>No Readings- study the Map!</em></td>
</tr>
<tr>
<td>Sept 1</td>
<td>MAP QUIZ NEEDS TO BE COMPLETED IN CANVAS!</td>
</tr>
<tr>
<td></td>
<td><em>(NO IN-CLASS today- do the Map Quiz in Canvas)</em></td>
</tr>
<tr>
<td>Sept 4th</td>
<td>Labor Day (no class- UNT is closed)</td>
</tr>
<tr>
<td>Sept 6</td>
<td>Migrations and language, Ancient Civilizations</td>
</tr>
</tbody>
</table>
Readings before class (online):

Sept 8  Ancient Civilizations

Readings before class (in Canvas):


Sept 11  Africans in the Americas – I
(the Slave Trade)

Readings before class (in Canvas):
Watch this clip of the author: https://www.youtube.com/watch?v=IDB0y-dWDOE

(Trigger warning: this is Yaa Gyasi’s fictionalized account of a woman being captured and sold into slavery on the African coast, and so it’s every bit as violent as you might imagine. If you’re triggered by reading about acts of violence done on individuals (including some sexual violence) and you’d rather read something else, let me know and I’ll arrange something).

Sept 13  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%3A%2F%2Fiii.library.unt.edu%

Readings before class (in Canvas):

Sept 15  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 18  Colonialism I

Readings before class (in Canvas):

Sept 20  Colonialism II


Sept 22  Test 1 (no in-class today- the test will be available on Canvas for today only)

Sept 25  Social and Economic Organization
Hunter-Gatherers

Readings before class (in Canvas):

Sept 27  Social and Economic Organization
Hunting-Gathering and Pastoralism

Readings before class (in Canvas):


Sept 29  No in-class today- watch the film!
Film: Milking the Rhino (52 min)
http://docuseek2.com.libproxy.library.unt.edu/view/check/1491238156100000001197100000120/1/0/0  or- search the library catalog

No Readings- work on class project!
Oct 2  Social and Economic Organization – Pastoralism II

No readings
Class project Phase I due!!

Oct 4  Horticulture, Agriculture

Readings before class (in Canvas):

Oct 6  Urbanization

Readings before class (in Canvas):


Oct 9  Marriage, Coming of Age, Discussion

Readings before class (in Canvas):
READINGS ASSIGNMENT DUE IN CANVAS! (10 points)

Oct 11  FEATURE-LENGTH FILM I: Subira (96 min)
https://video-alexanderstreet-com.libproxy.library.unt.edu/watch/subira
No in-class meeting today- just watch the film, and do the assignment in Canvas

Oct 13  FEATURE-LENGTH FILM II: Subira (96 min)
No in-class meeting- just finish the film and do the Canvas assignment.

Oct 16  Social Transformations and Gender II

Readings (in Canvas):
Watch Vice- The Land of No Men up to about 9:50
Oct 18  | Transformations, Religion, Philosophy, and Cosmology

Readings before class (in Canvas):
https://www.youtube.com/watch?v=phY1cvEtbhg

Oct 20  | Cosmology/ Religion II


Start reading Evans-Pritchard!

Oct 23  | Discussion, Witchcraft

Readings before class (in Canvas):

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):

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

Readings before class (in Canvas):

Nov 1  | African Aesthetics and Art

Class project Phase 2 due before class:
Nov 3
Africans in the Americas (no in-class meeting)

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

Readings for class:
TRIGGER WARNING: the beginning of this chapter contains a brief description of an uncle-in-law making an unsuccessful (but physical) “pass” at the narrator. If you’d rather not read this, skip just the 5th paragraph.

Nov 6
Africans in the Americas II (NO IN-PERSON CLASS TODAY- I’LL PUT A NOTATED CLASS PRESENTATION ONLINE!)

Readings before class (in Canvas):

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://uni.kanopy.com/video/big-men

Readings (in Canvas):

Nov 13
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, 17
NO IN PERSON CLASS (I’m away at a Conference)
Readings before class (in Canvas):
Holloway, Kris (2007). Monique and the Mango Rains: Two Years with a Midwife in Mali. SECOND HALF. Do the assignment in Canvas.
**Nov 20-24**  NO IN-CLASS MEETING (fall break! Happy Thanksgiving)

**Nov 27**  Globalization II:  Poverty, Education, and Health

LISTEN to the first 30 minutes of “On Being” NPR podcast with Wangari Maathai:  https://onbeing.org/programs/wangari-maathai-marching-with-trees/, and complete the online assignment in Canvas.

Class Project Phase 3 due!

**Nov 29**  Globalization:  Poverty, Education, and Health


**Dec 1**  Nutrition, AIDS, and Malaria

*Readings*


**Dec 4**  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 6**  Course wrap-up and review

Don’t forget to do the core assessment in Canvas, worth 2% of your grade.

**Dec 8**  STUDY DAY - NO CLASS

**Final Exam**  Wed Dec 13th  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