**ANTH 3400**

**PEOPLES AND CULTURES OF AFRICA**

MWF 12:00–12:50pm

Fall 2018 Business Leadership Bldg, 015

**INSTRUCTOR**: Dr. Doug Henry

**OFFICE HOURS**:Tuesday 12:00 – 2:30pm; Chilton 330 (308G),

or by appointment 565-3836 email: dhenry@unt.edu

**Description**

This course is 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 1.2” 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 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, that look like this (Henry 2014), and bibliographic references at the end.

Phase II: 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.” 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 6 – 8 page guide to be turned in. Your report may incorporate pictures, but (if you do this) 80% of it should still be the text of the paper body. 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; 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) 17% of grade (170 points)

Test 1 18% of grade (180 points)

Test 2 18% of grade (180 points)

Project (Phase II) 17% of grade (170 points)

Final 18% of grade (180 points)

Readings quizzes will count up to 20 points

Attendance will be taken 12 times, for up to 10 points. As well, 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**

**Date Topic Assignment** *(to be*

*read* *before class)*

**Aug 27** Introduction to Course

**Aug 29** Encountering and Representing Africa: Jere-Malanda

The “Idea” of Africa (Canvas)

Mulady (Canvas)

**Aug 31**  The Lenses through which we see Africa Instagram- “Bits of Borno”

Film: *Tubabs in Africa* “Barbie Saviour”

(read about 5 min of

each of these)

Sept 3  **Labor Day (no classes)**

Sept 5 Geography, Climate, and People Nowak, Rachel (Canvas)

Sept 7 **MAP QUIZ** http://humanorigins.si.edu/evidence/

Fossil Finds, Human Origins human-fossils/species

**Sept 10** Migrations and language http://allafrica.com/stories/

200101080391.html

**Sept 12** Ancient Civilizations Khpera, Saafu (Canvas)

McConnell (Canvas)

**Sept 14** Africans in the Americas – I Gyasi

(the Slave Trade)

Sept 17 Film: “*The Language You Cry In” (53 min)*  Gyasi

Sept 19 Slave Trade - II **Big Think videos-**

Iweala, Dowden

Sept 21 Colonialism I Rodney (Canvas)

**Sept 24** Colonialism II --

**Sept 26** **Test 1**

**Sept 28** Social and Economic Organization Wilke and Morelli,

Hunter-Gatherers Parts I and II (Canvas)

Oct 1 Social and Economic Organization Harman (Canvas)

Hunting-Gathering and Pastoralism Fratkin (Canvas)

Oct 3 Film: *Milking the Rhino* *(52 min)* ---

### Oct 5 Social and Economic Organization – Packer (Canvas)

Pastoralism II

**Oct 8** Horticulture, Agriculture, Urbanization- II.

### Class project Phase I due Dangarembga

**Oct 10** *FILM: Monday’s Girls (50 min)*

**Oct 12** Marriage, Coming of Age, Discussion **Dangarembga (through p 121)**

Oct 15 Social Transformations and Gender-----

Oct 17 Social Transformations and Gender II **VICE Video-**

*The Land of No Men*

Oct 19 Religion, Philosophy, and Cosmology Kopytoff (Canvas)

**Oct 22** Religion II Soares (Canvas)

**Oct 24** Discussion, Witchcraft Evans-Pritchard

(Canvas)

**Oct 26** **Test 2**

Oct 29 Aesthetics, Spirituality- Touber (Canvas)

Oct 31 Contemporary Issues – Politics Masquelier (Canvas)

Nov 2 FILM *“Poverty, Inc” (55 min)*  ------

**Nov 5** Globalization and the Economy Gary and Karl

## (Canvas)

Setter- Coltan and the

Congo (Canvas)

**Nov 7** Africans in the Americas – II **Video: Born Free:**  *Hip Hop in Johannesburg*

**Nov 9**  Discussion **Stoller**

Nov 12 Contemporary Issues – Poverty The World Bank

(Canvas)

LaFranière

(Canvas)

Nov 14 Contemporary Issues – CLASS WILL BE ONLINE!

Distribution of Health Care **Holloway**

Nov 16 *God Grew Tired of Us- I* **Holloway**

**Nov 19**  *FILM: God Grew Tired of Us* *- II*  **Holloway**

**Nov 21**  **No in-person class (read “Beah”) Beah**

**Nov 23**  **No class! Thanksgiving Break**

Nov 26 Nutrition, AIDS, and Malaria **Beah**

**Class Project Phase 2 due**

Nov 28 Contemporary Issues **Beah**

– Conflict and Refugees I

Nov 30 STUDY DAY/ CATCH UP DAY

**Dec 3** Conflict and Refugees II (Discussion) **Video**

*Wrestling for Peace*

**Dec 5** Course wrap-up and review

**Dec 7** STUDY DAY ------

**Final Exam Wed Dec 12th, 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>

**Video links:**

**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>

**Vice- The Land of No Men**

<https://video.vice.com/en_us/video/samburu-land-of-no-men/55dba6111956df9a33a7581c>

**Vice- Wrestling for Peace**

<https://video.vice.com/en_us/video/wrestling-for-peace-in-south-sudan/57bc533c40f990b3503a566e>

**Video- Hip Hop in Johannesburg**

<https://video.vice.com/en_us/video/born-free-hip-hop-in-johannesburg/57344af7517158a701ed9b5e>

**Readings:**

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

Mulady, Kathy (2007). Maasai Warriors to Teach Zoo Visitors about Life in Africa. *Seattle Post-Intelligencer*. April 28, 2007.

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

2347): 4-5

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.

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

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

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)

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.

Packer, George (2006) “The Megacity: decoding the chaos of Lagos.” *The New Yorker* (62): Nov. 13, 2006.

Dangarembga, Tsitsi (2004) Nervous Conditions. New Hampshire: Berkeley, CA: Seal Press.

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

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

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

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

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

Gary, Ian, and Terry Karl (2005) Bottom of the Barrrel: 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.

Stoller, Paul (1999) Jaguar: a Story of Africans in America. Chicago: University of Chicago Press.

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.

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.