

Peoples of Africa (ANTH 338)

(Course number: 17130)

Tuesday and Thursdays from 11:00-12:15

Room: SH 265

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T & TH 3:30-5:00
And by appointment

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(T & TH 11-11:30AM Aug.23-Nov.8)
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Course Description

Popular media in the U.S. typically highlights negative images of Africa. Africa is often featured as a place rampant with disease, poverty, weak democracies, and a good deal of violence and civil unrest. What political, economic, historical and cultural conditions underpin some of these current predicaments? And, is there more to Africa than these tragic trends? This course introduces students to the diversity of African cultures in North Africa, the Sahel, the Horn of Africa, Central Africa, West Africa, East Africa, and Southern Africa. Students will learn about the history and ethnography of colonial and postcolonial African societies and develop a more balanced understanding of Africa's diversity, complexity, and relationship to contemporary globalization.

Student Learning Outcomes

By the completion of this course students will be able to: 1) describe with sophistication the major political, economic, historical, social and cultural trends that have shaped the regions of Africa in various ways; 2) identify a number of myths about Africa and explain and defend alternative ways of framing knowledge of African societies; 3) articulate a sophisticated understanding of the cultural dynamics of diverse African societies; 4) articulate a sophisticated understanding of how knowledge of African societies in the past and present is relevant to our daily lives in the U.S.; 5) develop and deliver thoughtful and well organized public presentations and written essays.

Course Requirements

3 exams (20 % each)
1 map quiz (10%)
1 Africa in LA project (minimum 3 pages) (10%)
1 Darfur Project (approximately 4 pages) (10 %)
Attendance and Class Participation (10 %)

Required Texts

Ba, Mariama
1989 So Long a Letter. London: Portsmouth.
Flint, Julie and Alex de Waal
2005 Darfur: A Short History of a Long War. London: Zed.
Grinker, Roy Richard and Christopher B. Steiner
1997 Perspectives on Africa: A Reader in Culture, History, and Representation. Cambridge, Massachusetts: Blackwell.

Stoller, Paul

2002 Money Has No Smell: The Africanization of New York City. Chicago: University of Chicago Press.

Guidelines and Course Expectations:

- Attendance: Attend every class meeting.
- Respect: Respect your instructor, classmates, and the classroom setting: Arrive on time. Do not leave early. Demonstrate tolerance for others with opinions that are different from your own. Do not dominate the class discussion.
- Prepare in advance: Prepare readings and writing assignments in advance of class meeting time; late work is not accepted.
- Typing vs. Emailed Assignments: Assignments that are expected to be typed and submitted in hard copy, may not be submitted electronically unless specified.
- Professionalism: Express yourself genuinely in your written and oral work. Take care of your work and think about the language you use in class. Write professional emails to your instructor and classmates.
- Electronics: Keep cell phones off during class. Laptops are NOT permitted unless you bring a note from a doctor regarding a learning disability.
- Practice an independent and professional work ethic. Take charge of your own learning.
- Take all exams at the scheduled times. No make-up exams are given without medical documentation.
- Maintain lines of communication. If things are not going well for you in this course, talk to us about it sooner than later.

On Plagiarism

(from: http://library.csun.edu/Research_Assistance/plagiarism.html)

. . . Cheating or plagiarism in connection with an academic program at a campus is listed in [Section 41301, Title 5, California Code of Regulations](#), as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. . . .

([California State University Northridge Undergraduate/Graduate Catalog, 2004-2006](#), p. 530)

Plagiarism: Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise. Comments:

Direct Quotation: Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the MLA Style Sheet or K. L. Turabian's A Manual for Writers of Term Papers, Theses and Dissertations. These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library. [See also: [Online Style Guides](#)]

Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. Materials which contribute only to one's general understanding of the subject may be acknowledged in the bibliography and need not be immediately footnoted. One footnote is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.

Adapted from: California State University, Northridge Undergraduate/ Graduate Catalog, 2004-2006, p. 531-2 (Retrieved June 20, 2005)

Introduction

August 23

Preparation for map quiz

MODULE I. IMAGES AND REALITIES

Week 1

August 28: Images

1) Robert Kaplan. 1994. "The Coming Anarchy," *Atlantic Monthly*, February 1994: 44-77.

(electronic course reserve or:

<http://web.ebscohost.com/ehost/pdf?vid=16&hid=102&sid=3e560792-32c8-4700-9842-73463f6d382c%40sessionmgr108>)

2) Jean and John Comaroff. "Africa Observed: Discourses of the Imperial Imagination." *Perspectives on Africa* (hereafter *GS*) 689-703.

August 30: Historical and Geographic Contexts

1) Jeffrey W. Neff, "Africa: A Geographic Preface," *Understanding Contemporary Africa*, edited by April A. Gordon and Donald L. Gordon (Boulder: Lynne Rienner, 1992), pp. 7-20 (electronic course reserve)

2) Thomas O'Toole, "The Historical Context," (electronic course reserve)

Week 2: African Kingdoms and Colonialism

September 4: African Kingdoms

John Iliffe, "Colonising Society in Eastern and Southern Africa," *Africans: The History of a Continent* (Cambridge: Cambridge University Press, 1995), pp. 97-126.

Map Quiz

September 6: TransAtlantic Slave Trade and Colonialism

1) Inikori, Joseph, "Africa and the Trans-Atlantic Slave Trade," *Africa (Durham, NC: Carolina Press)*, pp. 387-412.

2) Walter Rodney, "How Europe Underdeveloped Africa," *GS* 585-596

Week 3: Ethnicities

September 11:

1) Aidan Southall "The Illusion of Tribe," *GS* 38-50

2) Leroy Vail, "Ethnicity in South African History," *GS* 52-68

September 13

1) Terence Ranger, "The Invention of Tradition in Colonial Africa," *GS* 597-612

Film: *Xala*

MODULE II. ETHNOGRAPHIES OF AFRICA

Week 4:

September 18

First Exam On First Module

September 20: Foragers in the Congo

1) Colin Turnbull, "The Lesson of the Pygmies," *GS* 218-227

2) Jacqueline Solway and Richard Lee, "Foragers, Genuine or Spurious? Situating the Kalahari San in History," *GS* 269-288

Film: Regopstaan's Dream

Week 5: Gender and Colonialism

September 25

1) Mona Etienne, "Women and Men, Cloth and Colonization: The Transformation of Production-Distribution Relations among the Baule (Ivory Coast)," *GS* 518-535

2) Judith Van Allen, "'Sitting on a Man': Colonialism and the Lost Political Institutions of Igbo Women," *GS* 536-549

September 27: Gender and Wealth

1) Keith Hart, "Informal Income Opportunities and Urban Employment in Ghana," *GS* 142-162

2) Ester Boserup, "The Economics of Polygamy," *GS* 506-516

Week 6: Gender in Literary Perspective

October 2 and 4

Mariama Ba, *So Long a Letter* (London: Portsmouth, 1989), chapters 1-13, pp. 1-34

Week 7

October 9 and 11

Mariama Ba, *So Long a Letter*, pp. 34-89

Week 8: Africans Abroad

October 16 and 18

Paul Stoller, *Money Has No Smell: The Africanization of New York City* (Chicago: University of Chicago Press, 2002), prologue, chapters 1-3, pp. vii-xi, 1-44

Week 9

October 23 and 25

Stoller, *Money Has No Smell*, chapters 4, 5, 6, pp. 45-120

Week 10

October 30 and November 1

Stoller, *Money Has No Smell*, chapters 7, 8, and Epilogue pp. 121-182

Film: *T-Shirt Travels*

Week 11

November 6

Africa in LA Presentations

November 8

Second Exam on Module II

MODULE III: CASE STUDY OF DARFUR

Week 12

November 13

1) Collins-*Disaster in Darfur*

(<http://www.african-geopolitics.org/show.aspx?ArticleId=3779>)

2) Flint & de Waal *Preface* pp. xii-xiv

November 15

Flint & de Waal- *The People of Darfur, The Sudan Government* pp.1-32

Week 13

November 20

Flint & de Waal- *The Janjawid, The Rebels* pp.33-96

November 22: Holiday

Week 14

November 27

Flint & de Waal *The War, Endgame* pp.97-134

November 29

Film: *All about Darfur* (82minutes)

Dr. Siemens will be attending the annual meetings of the American Anthropological Association in Washington, D.C.

Week 15

December 4

Film: *All about Darfur* (82minutes) continued

December 6

Kevane-*Review of "All About Darfur"* pp.16-19

(<http://www.africa.upenn.edu/ssanewsletter/vol24no3-06.pdf>)

Darfur Project Due

"Week 16"

Third Exam on Module III (Tuesday, 12/11 at 10:15AM-12:15PM)