
**AFST 201 (LEC01)
Introduction to African Studies
GFC Hours 3-0**

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COURSE DESCRIPTION

This course introduces students to the African continent, and its diverse societies and cultures. It will address the geographical, sociocultural, economic, and political conditions on the continent from an interdisciplinary perspective. We will explore the nature of African society including the diversity and similarities, and the processes of change that have shaped the continent's development, and the effects of these processes in historical and contemporary contexts.

The objective of the course is to assist students in developing a holistic understanding of the continent and its people, beyond the often-parochial dominant images found in the media that depict Africa as a continent of conflict, disease, and exotica. Thus, the course provides students with the opportunity to explore, analyze and (de)construct some of the forces that have shaped and continue to affect African development, as well as insights into the profound impact Africa has had and still exert on the world on the rest of the world vis-à-vis the impact of the world on the continent.

Prerequisite(s): none

LEARNING OUTCOMES:

Upon completion of this course, students should be able to:

- Analyze, evaluate and explain how varied historical events and actors, together with the continent's physical and socio-cultural geography have shaped, and continue to impact its political, economic, and cultural development from an interdisciplinary perspective.
- Identify, describe, analyze and explain the similarities and differences that exist within and among contemporary African societies in terms of the challenges they face, their achievements and triumphs, and the opportunities the continent has to offer.
- Have honed their skills in critical thinking, reading, writing, and debating about African issues from an interdisciplinary perspective.

REQUIRED READINGS/TEXTBOOKS:

- Chinua Achebe. 2005. *Things Fall Apart*. London: Macmillan.
- Manuh, T., & Sutherland-Addy, E. (Eds.). (2014). *Africa in Contemporary Perspective: A Textbook for Undergraduate Students*. Sub-Saharan Publishers.

The required textbooks are available for purchase at the University Bookstore.

Recommended/Optional readings:

- Gordon, A., & Gordon, D. L. (Eds.). (2013). *Understanding Contemporary Africa (5th edition)*. Boulder: Lynne Rienner Publishers.
- Bohannan, P., & Curtin, P. (2000), Chapter 4.

REQUIRED TECHNOLOGY AND EQUIPMENT:

To successfully engage in this course, you require access computer with a supported operating system the latest security and malware updates, word processor or other basic software to do some of the assignments and an internet connection to download lectures

PEDAGOGY:

The course involves one weekly lecture devised around a set of required and recommended readings wherein students will also be encouraged to participate in a meaningful way. Relevant internet links to a mix of scholarly and popular websites are provided on D2L and on the course outline. The internet is a powerful multimedia tool, and we should employ it to our advantage – but there remains no substitute for the required reading. The course instructor will make every effort to add on a weekly or bi-weekly questions and answers session, preferably as part of the D2L discussions. At the end of every topic, lecture notes will be posted on D2L.

COURSE REQUIREMENTS AND ASSESSMENT

Book Review	20%	Due Oct.11, 2022 via Dropbox
Mid-Term Exam	40%	Oct. 18, 2022, (in-class exam)
Final Exam	40%	To be scheduled by Registrar

Note:

- All assignments/component must be completed in order to pass the course, but you do not need to pass each course component to earn a passing grade in the class
- No extra credit or 'make up' work is available in this course
- All written assignments except multiple choice questions will be assessed in part based on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity.
- Both midterm and final exams have a mixed format – a combination of multiple choice, short-answer and long-answer questions. There may be exceptions to this rule for exams missed for legitimate reasons. All missed exams may consist exclusively of long-answer questions.
- Except missed final exams which are scheduled by the registrar's office, all other missed exams will be rescheduled within two weeks on a date chosen by the instructor

ASSIGNMENTS AND EVALUATION GUIDELINES**Book Review Assignment (worth 20% of your grade; due Oct 11, 2022, by 4:30pm, to be submitted via Dropbox).**

The book review entails writing a **two-page** critical analysis of Chinua Achebe's novel *Things Fall Apart*. You must indicate how the issues covered in the book relate to Africa or the themes covered in the course. You need to pay attention to the following:

- A critical analysis requires an evaluation of the arguments made by the author. This means you have to read carefully to find out what the author's argument(s) is/are. You may find the argument(s) stated in the book's introduction. The next step is to consider what the author provides in subsequent chapters.
- A well-written book will remind readers of the main arguments as it proceeds. The concluding chapter of the book will summarize the author's own appraisal of the argument(s) and evidence. This does not mean that you can read only the introduction and conclusion and be able to write a good review; you need to demonstrate that you know what each chapter contains, and how it contributes to the main argument(s).
- In addition, a critical assessment requires that you assess the argument(s) and comment on whether you think the book meets the author's stated objective(s). This assessment is not a simple option, but a thoughtful evaluation of how well the author has succeeded in convincing you, the reader, of the value of the argument(s) and the evidence used to support it/them. Your own conclusions should also say something about what you have learned about the subject, having read the book, and what else you might want to know that was not addressed in the book.
- As you read, it is useful to carry on a "dialogue" with the author, asking yourself if you agree with what is being said, or whether something is missing. You will need to say something about the author's relationship with the subject, and about his/her methods. In some cases, you will have to be a detective to find out what you want to know.
- Correct spelling and grammar are important. Use a dictionary and a computer spelling and grammar checker, if necessary.
- Create a draft of your review, and then look at it again a day or so later. When you do a second draft, make sure that the ideas follow coherently from one another. Move text around if you need to. Weed out repetitive words and phrases. Vary the length of sentences. Read the review aloud, to see how it "flows." The final product will reflect the care you have put into its creation.
- If you wish, you may use the first person. Also, use the active voice as much as possible.
- Use a correct bibliographical format (both in-text and for the final list of references).

Format.

The paper must:

- have a title page, which includes the following information: *title of paper, course code, instructor's name, student ID, and date of submission.*
- not be more than **2 PAGES excluding final list of references** (bibliography and brief appendix are not included in the length restrictions). **All pages should be numbered.** Students are urged to stay within the maximum page length or risk a penalty of loss of grade (e.g., A- to B+) or two (2) points, depending on the number of pages over the maximum limit required.
- be typed and doubled-spaced in 12-point font, with page margins of 1 inch (2.5 cm) wide
- include a minimum of 3-4 properly cited scholarly peer-reviewed references, in addition to the text used for the assignment.
- use APA citation format for both in-text citation and final list of references (see examples below).

Book referencing example:

Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development*. 3rd Edition. New York: Routledge.

Journal article referencing examples:

Cleaver, F. (1999). Paradoxes of Participation: Questioning Participatory Approaches to Development. *Journal of International Development*, 11(4), 597-612.

Riddell, B. (2003). The Face of Neoliberalism in the Third World: Landscapes of Coping in Trinidad and Tobago. *Canadian Journal of Development Studies*, 24(4), 592-615.

Chapter in a book example:

Escobar, A. (1997). The Making and Unmaking of the Third World through Development. In M. Rahnema & V. Bawtree (Eds.), *The Post-Development Reader* (pp. xxx-xxx). London: Zed Books.

Online newspaper article example:

Brody, J. E. (2007, December 11). Mental Reserves Keep Brain Agile. *The New York Times*. Retrieved from <http://www.nytimes.com>

Evaluation of the paper.

Your review will be based on *Well-informed review or discussion*. This means that you have make sure that your arguments are coherent and that there is clear and logical progression of ideas and thoughts throughout the paper. Pay particular attention to the following:

- Clarity of expression and correct use of grammar (quality of grammar).
- A critical analysis, as opposed to descriptive analysis.
- Understanding and applying information gained of lectures, required readings, and other relevant literature.
- Well formatted in-text citations and final list of references. Note that all direct quotes and statistics must include page numbers. Substantial marks will be taken off for improper intext-citation and bibliographical formatting. For guidance on proper bibliographic format, visit the University of Calgary library website on the topic. Please contact me when you are unsure what is the proper citation to use.
- It is the student's responsibility to keep a copy of each assignment submitted. A student should be prepared to provide a second copy of his/her assignment if requested. A student who cannot

provide a second copy of his/her essays may risk receiving a zero grade for this portion of the course.

Mid-Term Exam (worth 40% of your grade), Oct. 18, 2022

Format and structure:

The midterm exam is closed-book consist of a combination of multiple-choice, short-answer and long-answer questions designed to test your grasp of the material covered in the lectures, by guest speakers and from the course readings and videos covered in the class up to the date of the exam. This means that you will be expected to have read all the required readings on all topics covered in the course up to the date of the exam. The best way to prepare for this exercise is to read and reflect on the lectures and course material on regular basis. We will do a review of the course materials before the exam to familiarize you with the kind of questions you can expect on the exam. As a closed-book exam in-person, no other materials or devices are allowed, except your pens, pencils, and erasers. This means you cannot consult your notes, the textbook, D2L, google/any internet browser while completing the tests. To do otherwise will constitute academic dishonesty, which comes with serious consequences.

FINAL EXAM (worth 40% of your grade), to be scheduled by Registrar's office

Format and structure of final exams

The final exam follows the same format and structure as the midterm (mixed format: a combination of multiple-choice, short-answer and long-answer questions). Like the midterm, it is also a closed-book in-person exam, which means only pens, pencils and erasers are allowed (no other materials or devices are allowed). Also, as closed-book in-person exam, you cannot consult your notes, the textbook and google/any internet browser. We will do review of the course materials before the exam to familiarise you with the kind of questions to expect. All deferred final exams are scheduled by the Registrar's office and may consist exclusively of long-answer questions.

POLICY ON MISSED EXAMS/ASSIGNMENTS & LATE SUBMISSIONS:

Assignments submitted after the deadline may be penalized with loss of a grade (e.g., A- to B+) or loss of 10% of the total points for each day late the item is late. Extensions will only be granted under extraordinary circumstances, not including having too much other work to do. **A request for extension form** is posted on D2L. This form should be filled out and submitted to me at least two weeks before the due date for the submission of the assignment.

It is your duty to contact the instructor with legitimate reasons/excuses via email within **48-hour** period when you missed an exam/test to ask for a makeup test/exam. If your reasons are accepted, you must be prepared to write the exam within two weeks. Note that missed examinations/tests cannot be made up without the approval of the instructor. It is at the instructor's discretion if they will allow a make-up exam. Once approved by the instructor a makeup test/exam must be written within **two weeks** of the missed test/exam on a date (day/time) scheduled or chosen by the instructor. Students who do not schedule a makeup test/exam with the instructor within this **48-hour period** forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam.

Note that although you are not required to provide specific supporting documentation, such as a medical note, students may provide supporting evidence that will support their situation. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Falsification of any supporting documentation will be taken very seriously and may result

in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Deferral of the registrar-scheduled final exam requires Registrar approval
<https://www.ucalgary.ca/registrar/exams/deferred-final-exams>

Reappraisal of Graded Term Work: <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade: <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Department of Anthropology and Archaeology Grading Scheme:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80– 84.9%	C	63 – 66.9%	F	< 50%

COURSE POLICIES

- **Accessibility:** Lecture notes in form of PowerPoint will be made available to students after each lecture on d2l.
- **Posting of Grades and Picking-up of Assignments**
- Graded assignments will made available electronically through the course's D2L link. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office. Students who may wish to go over their graded exam are welcome to do so during my office or TA's office hours as well as by appointment.
- With regards to grade problems or dispute, please do note that I will not discuss such issues during class time. You are encouraged to see me by appointment or use the office hours on such issue. Before coming to see me about a grade dispute or problem, you must indicate in writing where and why you believe your work should get a higher or lower grade. **Your written submission on a grade dispute or problem should be between 250 words (minimum) and 500 words (maximum).**
- Please be respectful of other students in the classroom environment and also avoid working on things unrelated to the class during class time. Refrain from text messaging, surfing the Internet or social networking sites, talking on your cell phone. **I reserve the right to deduct 5 points from your grade for every instance of disruptive behavior exhibited by you in class. You may also be asked to leave the class, if disruptive behavior continues.**
- It is your responsibility to come to class and on time to be able to fully understand the materials covered. If you cannot attend class, I strongly encourage you to get the notes from a classmate. **Please do not ask me to provide you with class notes. It is equally responsibility to know the due dates for assignment and dates for course exams which on the outline.**
- If you come in late or leave during class time, please sit near a door and be respectful of other students. **If tardiness, early exit, and other disruptive behaviors during class become a problem, you may be asked to withdraw from the course.**

- **communication policies:** All course related communication via email or other methods with peers and instructor should be formal. This means that emails must be clearly written, devoid of short-hand and other forms of informalities
- **Use of Email:** Due to a high volume of e-mail messages received daily, students are advised to meet me via zoom either during my office hours or make an appointment with me on matters that require urgent attention. Please note that e-mail messages can be sent to the wrong email address, can be accidentally deleted, and can be buried or may mysteriously disappear into cyberspace. I will normally reply to emails within 72 hours, during regular business hours. Questions and information of general interest will be addressed in class or posted on Desire2Learn. Students are encouraged and required to use their ucalgary email accounts or Desire2Learn in all their communication with me and with peers.

Please feel welcome to discuss with me any aspect of the course requirements or package you think is unclear to you.

UNIVERSITY POLICIES

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

ACADMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as

your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE

The class schedule is subjected to minor changes and revisions.

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
<p>WK1 Sept. 6</p>	<p>Topic: Overview of course materials and requirements & Survey of the continent and its people</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> • Course introduction: review of course set-up, materials and guidelines, norms of collaborations and other matters (academic integrity) • History, geography, ethnic and linguistic landscape • The geographical, historical, political, social plus the ethnic and linguistic landscape & diversity that characterizes the continent, and the distinctive experiences of African states and societies • The “(mis)representation” of and “discourse” on Africa: the role of myths and stereotypes in shaping perceptions of Africa/ the multiple, changing, and competing conceptions of ‘Africa • The role Africans have played in global historical processes • African history from an African perspective <p>Required readings:</p> <p>Chapter 1 of the textbook</p> <p>Other useful sources on the representations of the “Dark Continent”:</p> <ul style="list-style-type: none"> • Chinua Achebe, “An Image of Africa,” in <i>Research in African Literatures</i>, Vol. 9, No. 1, Special Issue on Literary Criticism (Spring, 1978), 1-15. Available at: http://www.jstor.org/stable/3818468 • Simon Moss 2012, https://www.youtube.com/watch?v=Go4Xsd53Qqw • Paul Zeleza, “The Inventions of African Identities and Languages: The Discursive and Developmental Implications.” See http://www.lingref.com/cpp/acal/36/paper1402.pdf pp 1-26. • Binyanvanga Wainana, “How to Write about Africa” (http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1) It is also available on YouTube (http://www.youtube.com/watch?v=c-jSQD5FVxE) • Chimamanda Adichie, “The Danger of a Single Story” (http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html)
<p>WK 2 Sept. 13</p>	<p>Topic: Survey of the continent and its people (Cont.)</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> • history, geography, ethnic and linguistic landscape. • The diversity and history of African societies

	<ul style="list-style-type: none"> • The role of myths and stereotypes in shaping perceptions of Africa • The role Africans have played in global historical processes • African history from an African perspective. <p>Required readings:</p> <p>Chapters 2 & 3 of the textbook</p> <p>Recommended readings:</p> <ul style="list-style-type: none"> • Bohannon, P. & Curtin, P. (2000), Chapters. 1–4. • Gordon A. A. and D. L Gordon (Eds.) (2013), Chapters 1 & 2.
R Sep 15	Last day to drop a class without financial penalty
F Sep 16	Last day to add or swap a course
WK3 Sept. 20	<p>Historical context: from the pre-colonial to the postcolonial era</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> • Reconstructing the African Past: Sources and methods • Economics as a Cultural System • Hunter-Gatherers to modern economic systems in Africa • Dimensions of resource extraction and impacts • Epidemiology of pandemic diseases and African response <p>Required readings:</p> <p>Chapter 9 of the textbook</p> <p>Recommended readings:</p> <ul style="list-style-type: none"> • Bohannon, P., & Curtin, P. (2000), Chapters 10, 11, 12, &13. • Gordon, A. A., & Gordon, D. L (Eds.) (2013), Chapter 3 and Chapter 5 (the section on <i>Pre-colonial economies</i>).
F Sep 23	Fee payment deadline for Fall Term full and half courses.
WK4 Sept. 27	<p>Topic: Socio-cultural institutions, traditions, and organizations</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> • Socio-Cultural life: Family, marriage, kinship, and social organization • Shifting and contradicting conceptions of femininity and masculinity. • LGBTQIA+ discourses and Africa. • Cultural productions of African women throughout history • Women and men in culture and life; polygamy, sexuality, domination, and autonomy. • Are gender institutions in Africa oppressive? <p>Required readings:</p> <p>Chapters 4 & 6, of the textbook</p>

	<p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> • Bohannan, P., & Curtin, P. (2000), Chapter 5. • Gordon, A. A., & Gordon, D. L. (Eds.), (2013), Chapter 9.
F Sep 30	University Closed National Day for Truth and Reconciliation
WK5 Oct. 4	<p>Topic: Religious practices & traditions, and culture and identity</p> <p><i>Discussion Points:</i></p> <ul style="list-style-type: none"> • Witchcraft, science, and rationality: The translation of culture • Understanding cultural difference: multiple rationalities and “games” we don’t know • Ancestors, Gods, and The Philosophy of Religion: Belief systems, gods, divinities, ancestors and the social order <p><u>Required readings:</u></p> <p>Chapters 7 & 8 of the textbook</p> <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> • Gordon, A. A., & Gordon, D. L. (Eds.), (2013), Chapter. 11. • Bohannan, P., & Curtin, P. (2000), Chapters. 7, 8, & 9.
M Oct 10	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
WK6 Oct. 11	<p>Topic: Material and non-material culture - music, dance, art, literature, architecture</p> <p><i>Discussion Points:</i></p> <ul style="list-style-type: none"> • Arts, aesthetics, heritage, and identity • Cultural creativity and politics play in art, literature, drama, and music • Innovation versus tradition <p><u>Required readings:</u></p> <p>Chapters 17, 18, 19, 20 & 21</p> <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> • Gordon, A.A., & Gordon, D. L (Eds.) (2013), Chapter 12. • Bohannan, P., & Curtin, P. (2000), Chapter 4. <p><u>Additional resources on: Music, Politics, and Africa’s liberation:</u></p> <ul style="list-style-type: none"> • Bob Marley “Africa Unite” (https://www.youtube.com/watch?v=FpfxD0yY6f8) • Fela Anikulapo Kuti, “Beast of No Nation” https://www.youtube.com/watch?v=E0BhNPiq78k; https://www.youtube.com/watch?v=DDPChDbZqs0);

	<ul style="list-style-type: none"> • From <i>Broadway to Finding Fela</i> (http://www.youtube.com/watch?v=yyqhh3QEfm8); • Huge Masekela, “Bring Him Back Home” (https://www.youtube.com/watch?v=XKck8o5xzaM&list=RDxKck8o5xzaM#t=51) • Miriam Makeba with Hugh Masekela, “South African freedom song” (https://www.youtube.com/watch?v=ojiqvPMQXAc&list=RDxKck8o5xzaM&index=5) <p>Art and Politics</p> <ul style="list-style-type: none"> • Yasmine Ryan, “Art challenges Tunisian revolutionaries” in http://www.aljazeera.com/indepth/features/2011/03/201132223217876176.html http://kalamu.posthaven.com/video-photo-essay-revolutionary-street-art-in • Komi Olafimihan (http://komiolaf.com/about/) <p>Cultural practice & meaning of culture</p> <ul style="list-style-type: none"> • Richard A. Shweder, “What about ‘Female Genital Mutilation’? And Why Understanding Culture Matters in the First Place,” <i>Daedalus</i>, Vol. 129, No. 4, (Fall, 2000), pp. 209-232. http://www.jstor.org/stable/20027671 <ul style="list-style-type: none"> • Review for exams • October 11: book review assignment due (via drop box).
WK7 Oct. 18	WEEK 7 (Oct. 18): Midterm Examination
WK8 Oct. 25	<p>Topic: Africa and the Atlantic world: Colonialism & the transatlantic slave trade</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> • European Imperialism and ‘The Civilizing Mission’ • The partition of Africa and European colonization • Strategies of Imperialism and colonialism: intersections of domination and resistance • How so few controlled so many • Impacts and long-term legacies of the colonialism and Slave trade <p>Required readings:</p> <p>Chapter 5 of the textbook</p> <p>Recommended readings:</p> <ul style="list-style-type: none"> • Bohannan, P., & Curtin, P. (2000), Chapters 13, 14, 17, & 18. • Gordon, A.A., & Gordon, D. L. (Eds.) (2013), Chapter 4 (the section on <i>Colonialism</i>) and Chapter 3 (the section on <i>Slave Trade</i>).

<p>WK9 Nov. 1</p>	<p>Topic: Nationalism and the struggle for independence</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> • Nationalism, decolonization, and independence/the Transfer of powers, Independence • Africa’s struggles to be free and the challenges of democracy • African states in Global Perspective • the Transfer of powers, Independence <p>Required readings:</p> <p>Recommended readings:</p> <ul style="list-style-type: none"> • Bohannan, P., & Curtin, P. (2000), Chapter. 19. • Gordon, A., & Gordon, D. L. (Eds.) (2013), Chapter 4(the sections on <i>Nationalism and the politics of independence</i>)
<p>WK10 Nov. 7-12</p>	<p>Term Break No Classes</p>
<p>F Nov 11</p>	<p>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</p>
<p>WK11 Nov. 15</p>	<p>WEEK 10 (Nov.16) NATIONALISM AND THE INDEPENDENCE STRUGGLE (cont.)</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> • Identity and the symbolic underpinnings of the state-from resistance to culture • Rituals of rebellion and conflict: Fragmenting and problematizing the State • Internationalization of African politics through global flows and flaws. • Why doesn’t development work? How does Africa work? <p>Required Readings: Chapters 10-13 of the textbook</p> <p>Recommended readings:</p> <ul style="list-style-type: none"> • Bohannan, P. and Curtin, P. (2000), Chapter 20. • Gordon A., & Gordon, D. L. (Eds.) (2013), Chapter 4, page 75-92.
<p>WK12 Nov. 22</p>	<p>Topic: Post-colonial Africa and the wider world</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> • Current trends in African (e.g., China and Africa) • The Dilemma of development: Debt, climate change and international aid

	<ul style="list-style-type: none"> • The fate of democracy on the continent, the challenges of both economic and political liberalization and the extent to which democracy has improved conditions of Africa’s poor • The nature of ethnic conflict and violence in the post-cold war era, especially the resurgence of ethnic conflict in societies like Rwanda, Sudan, Ivory Coast, and the Democratic Republic of Congo. <p>Required readings:</p> <p>Chapters 10-13 of the textbook (continue)</p> <p>Recommended readings:</p> <ul style="list-style-type: none"> • Bohannon, P., & Curtin, P. (2000), Chapter 20 (“The Decentralization of Power; Patronage, the patrimonial State; Military Intervention; Political economy in Decline; and State and Society in Crisis”). • Gordon, A., & Gordon, D. L. (Eds.) (2013), Chapters 6, 7, 8, & 13. • Thandike Mkandawire (2005), ‘Maladjusted African Economics and Globalization,’ <i>African Development</i>, Vol, No.1 and 2, pp.1-33. • Konado-Agyemang, Kwadwo and Baffour Kwaku Takyi, “Structural Adjustment Programs and the Economy of Development and Underdevelopment in Africa,” in Kwadwo Konadu- Agyemang (ed.), <i>IMF and World Bank Sponsored Structural Adjustment Programs in Africa</i>, 200, Ch.2, pp. 17-40 (On reserve) • Crawford, G. and Abdulai, A. G 2009 ‘The World Bank and Ghana’s Poverty Reduction Strategies: Strengthening the State or Considering Neoliberalism?’ <i>Labour, Capital, and Society</i> 42(182):83-115. • Ian Taylor, “Sino-African Relations and the Problem of Human Rights,” <i>African Affairs</i>, vol.107, no. 426. January 2008. • Video: Africa and the Curse of Foreign Aid
WK13 Nov. 29	<p>Topic: Post-colonial Africa and the wider world (continuation of previous week)</p> <p>Required readings:</p> <p>Chapters 14-16 of the textbook</p>
WK14 Dec. 6	WRAP OF COURSE AND REVIEW FOR FINAL EXAMS
W Dec 7	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 10-21	Fall Final Exam Period