
AFST 501 (S01)
Capstone Seminar in African Studies
GFC Hours 3-0
Winter 2024

PREREQUISITES: Nine units from the Field of African Studies, of which 3 units must be from African Studies 201, 301, Anthropology 317, 320.

COURSE DESCRIPTION

This course is an inter/multi-disciplinary analysis, in seminar format, of trends and issues that deal with the historical, economic, political, cultural, and ecological aspects and processes on the continent. It addresses themes that link Africa's 'past' trajectories with its 'present' and 'future' political, social, and environmental realities. Specifically, it links the legacies of the trans-Atlantic slave trade, colonialism, and the period of African independence to issues and challenges that are prominent in contemporary Africa. Among the issues we will focus on are the current processes of democratization and the role of civil society; human security, ethnic identities, and conflicts; the constitution of gender roles; health and public policy issues; indigenous knowledge and institutions; resource exploitation and development; and other socio-economic and political reforms within the context of globalization, and Africa's position in it. Important themes include Africa's relationships with the wider world, long-term competitions for land and resources, urbanisation and the emergence of distinct urban identities, the dynamics of cross-border networks, competing conceptions of gender and sexuality, and issues of governance in the African context. The course offers the opportunity for students to conduct an in-depth study of a particular topic or area in African Studies. The objectives of the course are:

- To provide students with a forum to engage in an interdisciplinary analysis of various topics dealing with African's past, present and future, within the global world.
- To equip students with the tools for designing and carrying out independent scholarly research that establishes their own perspective on issues/topics.
- To offer students the opportunity to study Africa, its people, and its societies from a perspective that provides a holistic understanding of the continent.

LEARNING OUTCOMES

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. By the end of the course, students should be able to:

- demonstrate the ability to use the tools, knowledge and critical awareness gained from the course to analyse Africa's past and present complex diverse cultural, social, political, economic, and environmental spaces from inter/multi-disciplinary perspectives.
- analyse the historical processes that have shaped contemporary Africa and the active role that Africans have played in these processes, as well as the continent's role in global systems and contributions to knowledge and creativity.
- demonstrate research skills to present, conduct, and write-up their own independent research on African issues.

REQUIRED TEXTBOOKS/READINGS

- List of required reading material for the course will be made available on d2l.

Optional Reading:

- Beti, M. (2005). *The Poor Christ of Bomba*. 1956. *Illinois: Long Grove*,

Other important sources of information (news media)

- The New Humanitarian- <https://www.thenewhumanitarian.org/>;
- The Guardian has a section call "World news guide: Africa"
<https://www.theguardian.com/world/2002/feb/05/world-news-guide-africa>;
- Africanew- <https://www.africanews.com/>;
- AllAfrica: <https://allafrica.com/>
- The African report: <https://www.theafricareport.com/>
- A lot of individual country news also available through google searches.
- BBC Africa also regularly carries on key African issues.

LEARNING TECHNOLOGIES AND REQUIREMENTS

In order to successfully engage in this course, you will require:

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updated web browser and internet connection to download lectures notes and submit assignment, as well as latest word processor or other basic software to do your assignments.

PEDAGOGY:

- The pedagogy of the course involves a weekly seminar devised around a set of required and recommended readings wherein students will also be encouraged to participate in a meaningful way. As a seminar, this course is driven by student participation. Students are required to complete the readings before seminar sessions and to use them to inform a discussion about the prescribed topic. The role of the instructor is to facilitate and direct the discussion when necessary (it is not to lecture). Each seminar session will be designed so that its theme is analysed from a range of disciplinary perspectives. Students will then use the interdisciplinary techniques to present their assigned reading, and to conduct their own research toward their final research paper.
- Students are also expected to participate in the course outside of prescribed seminar times by interacting via course discussion board on current themes in African. 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.

COURSE REQUIREMENTS AND ASSESSMENT

Participation	20%	on-going
Mid-Term Exam	25%	(March 13)
Write-up of assigned reading presentation executive summary	15%	On-going (via dropbox on d2l)
Final Research Paper	40%	April 9, via dropbox on d2l

Note:

- All assignments/component must be completed in order to pass the course, but you do not need to pass each component of the course to earn a passing grade in the class.
- Please note that there is no extra credit or 'make up' work available in this course.
- All written assignments 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.
- The midterm exam is closed book and have a mixed format – a combination of short-answer and long-answer questions. There may be exceptions to this rule for exams missed for legitimate reasons. **Missed exams may consist exclusively of long-answer questions.**
- Missed midterm exam will be rescheduled within two weeks on a date chosen by the instructor.
- It is the student's responsibility to keep a copy of each assignment (e.g., **executive summaries, and final paper**) 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.

REQUIREMENT 1: PARTICIPATION (20% - ongoing)

For each week, two to three students will lead and facilitate class discussion of the main issues and debates arising from that week's readings. Marks will be assigned based on how well:

- opposing interpretations are expounded and supported with actual evidence by the presenter,
- issues raised transcend simplistic stereotypes or polemics,
- the presenter identifies key issues and engages the rest of the class in thinking about possible ways forward.

A schedule will be available at the beginning of the term indicating which students are leading seminars for each week.

Note:

- Participation. Students will be assessed on the quality of their contributions to class discussions and on their presentations of assigned readings.
- Students should share interesting articles, perspectives, and sources to provoke discussion and debate. This will serve as the basis from which to interact with fellow students about contemporary issues in Africa. A list of potential news sources for articles will be posted on d2l. Students should not feel limited by this list.

Guidelines for the weekly article presentations

The main objective of this component of the course is to give students thoroughly understanding of texts about information infrastructures. As a student you will get this by analyzing, discussing, and preparing presentations of the articles. This will force you to understand the both the articles you are presenting and the ones you are making questions about, which will make you prepared for writing your final paper but also the midterm exam. Each article will be given approximately 20-30 minutes for presentation and questions.

Presenting article guidelines

Try to answer the following elements in your presentation:

- Give a summary of what the article is all about or the key message the author(s) want to send to the readers.
 - What is/are the key questions or issues the author(s) want(s) to address?
 - Highlight and try to explain any theories.
- Try to link any theories in the article to real world examples.
- What is your opinion of the article?
 - What are the strengths and the limitations of the paper that you would like to bring forward?

REQUIREMENT 2: Write up of presentation/executive summary (15%): to be submitted via Dropbox on D2L

At the end of the class/presentation, you are required to submit a 1-2 pages **executive summary or write-up of the article presented** to me via dropbox.

Detail Guidelines for writing the 1-2 pages executive summary assignment.

- The executive summary must:
 - have a title, 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 (doubled-spaced in 12-point font in 'Times New Roman')**. **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.
 - have page margins of 1 inch (2.5 cm) wide.
- **Other critical components:**
 - A critical analysis requires an evaluation of the arguments made by the author, and this means you must read carefully to find out what the author's argument(s) is/are. You may find the argument(s) stated in in the article's introduction. The next step is to consider what the author provides in subsequent chapters.
 - A well-written article will remind readers of the main arguments as it proceeds. The concluding page (s) of the article will summarize the author's own appraisal of the argument(s) and evidence. This does not mean that you can read the introduction and conclusion and 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 article 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 and the evidence used to support it. Your own conclusions should also say something about what you have learned about the subject, having read the article, and what else you might want to know that was not addressed in it.
 - 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 is important. Use a dictionary and a computer spelling and grammar checker. 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. Use the active voice as much as possible.

--Use a correct bibliographical format. Please contact me when you are unsure what is the proper citation to use.

--It is permissible to include other scholarly peer-reviewed references but not required

REQUIREMENT 3: MID-TERM EXAM (25%). March 13

Format:

The exam will take place in class on March 22. The exam is in long-answer questions format designed to test your grasp of the material covered in lectures, videos and in seminar discussions 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 seminars up to the date of the exam. The best way to prepare for this exercise is to read and reflect on the readings and seminar discussions. No alternate dates for the exam will be provided unless the student has been legitimately excused. 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. You cannot consult your notes, the textbook or other materials while completing the test. To do otherwise will constitute academic dishonesty, which comes with serious consequences.

Note: No alternate dates for the exam will be provided unless a student has been legitimately excused. For all exams that have been missed for legitimate reasons, the make-up exam will be rescheduled within two weeks on a date chosen by the instructor.

REQUIREMENT 4: FINAL PAPER (40%). Due April 9. At 4:30pm, via Dropbox on D2L

The final paper/essay is intended to provide you an opportunity to explore a topic in depth. An essay should be a creative exploration and reflection on an issue, which presents a "thesis" or an "argument" regarding the issue being explored, drawing on a body of information/literature and factual material. In this regard you can make use of course materials as well as draw on library and other media sources beyond course readings. Issues or themes to be explored could include misunderstandings of Africa, discovery of an aspect of African life previously given little attention, a controversy, an issue in current public debate, or a predicament a country or society faces. Essays should show awareness of the larger setting of the society, country, or region being examined.

Some illustrative topics include: debates over female circumcision, role of the extended family in urban Africa, the implications of the 'democratization' process in particular countries, sources of civil conflict in particular regions, contrasting forms of the family, how arts and culture (e.g. music) function in several societies, sources of poverty, the effects of micro-credit projects on women's empowerment, changing forms of religion, strategies of community conservation of wildlife, the effects of the spread of Islam or Christianity, the secession of Eritrea, the geographical split in Mali, the 'failure' of the Somali state, youth experience and globalization, class conflict among South African miners, liberation struggles, and many more. This list of topics is intended to give you some hints about the possible "sorts" of topics you

might choose. You are by no means limited to these topics, you have the option to explore topics of interest to future career and academic pursuits.

Please consult with me if you are in doubt regarding the choice of your final paper topic.

Format and guidelines for writing the final paper.

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 exceed **10 pages, doubled-spaced in 12-point font, and in 'Times New Roman'**, excluding final list of references -bibliography and appendixes 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.
- have page margins of 1 inch (2.5 cm) wide, and with all pages numbered.
- include a minimum of 5 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.

Structure of paper:

- Clear statement of the problem(s) you want to investigate or explore, including:
 - The theoretical lens you use to construct your research question(s) or argument(s).
 - Brief justification of your choice of topic in relation to the existing literature
- Use of sources:
 - Judicious and balanced use of sources.
 - Credible/authoritative and current sources.
 - Well-formatted bibliography including ample in-text references.
 - Research papers must be properly documented. Please consult me if you have any questions regarding how to document sources.
- Level of Analysis:
 - Critical, as opposed to descriptive, analysis.
 - Clarity and coherence of arguments (note: marks will, in part, be based on the coherence of arguments and clarity of expression).
 - A strong conclusion.
 - Additional information such as tables, maps, figure, lists of interview questions, etc. can be included.

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 5% 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 he 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 regular scheduled test/exam and may take the form of only essay format.

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.

REGISTRAR-SCHEDULED FINAL EXAMINATION: No

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%

Please note that no extra credit or 'make up' work is available in this class, and you do not need to pass each course component to earn a passing grade in the class.

Land Acknowledgement

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bears paw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

Respect for Diversity Statement

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

COURSE POLICIES

Accessibility: Lecture notes in form of PowerPoint will be made available to students after each lecture via 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.

Grade problems or dispute: 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).*

Disruptive behavior: Please be respectful of other students in the classroom environment and 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. I**
- **t is equally responsibility to know the due dates for assignments and exams indicated 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. You must use your University of Calgary Email in all communication with me and your peers on all issues related to the course. You must make sure that your email has subject line and the course name.

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.

Statement on class conduct: The University of Calgary Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to promote equity and fairness, respect, and value diversity, prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Plagiarism: Plagiarism is a serious offence and penalties are not trivial. They can include a final grade of "F" for the course or suspension from the university. The University defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source.
- submitting a take home examination, essay or other assignment written, in whole or in part, by someone else.
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment.
- using another's data or research findings.
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks.
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

- Plagiarism is a serious offence and penalties are not trivial. They can include a final grade of "F" for the course or suspension from the university.

Course sharing websites and copyright: Classroom teaching and learning activities including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

- Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

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/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

ACADEMIC 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
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE

It should be noted the schedule is subject to minor changes and revisions.

<p>WK1 Jan 10</p>	<p>MAIN ISSUES:</p> <ul style="list-style-type: none"> • Introduction & housekeeping: Norms of collaboration, overview of course content and issues of academic integrity • Assigning of seminar reading, tasks and countries • Discussions on how to prepare for the weekly seminars (e.g. how to prepare weekly seminar presentation, executive summaries of articles etc.), • Discussion of grading: midterm, final paper, participation. • Discussion of due dates/deadlines for all assignments (e.g. final papers, presentation summaries & article executive summaries). • Expectations and responsibility: Discussion of instructor’s expectation and the students’ responsibility including the level of analysis required in the course. • Other matters: communication, emails, and extensions policies. <p>Topical Issues to be covered:</p> <ul style="list-style-type: none"> • Contested Conceptions and Realities of Africa’s Past, Present, and Future • The multiple, changing, and competing conceptions of Africa. <p><u>Required Readings</u></p> <ul style="list-style-type: none"> • Kessi, S., Marks, Z., & Ramugondo, E. (2020). Decolonizing African Studies. <i>Critical African Studies</i>, 12(3), 271-282. • Hountondji, P. J. (2009). Knowledge of Africa, knowledge by Africans: Two perspectives on African studies. <i>RCCS Annual Review. A selection from the Portuguese journal revista crítica de ciências sociais</i>, (1). <p><u>Optional Readings:</u></p> <ul style="list-style-type: none"> • Clapham, C. (2020). Decolonising African Studies? <i>The Journal of Modern African Studies</i>, 58(1), 137-153. • Derricourt, R. (2011). <i>Inventing Africa: History. Archaeology and Ideas</i>. London: Pluto Press (Ch. 1 & 6).
<p>Wk2 Jan 17</p>	<p>Topics to be covered:</p> <ul style="list-style-type: none"> • Beliefs and socio-cultural change in an era and ICT and modernity <p>Required Readings:</p> <ul style="list-style-type: none"> • Agadjanian, V. (2020). Condemned and condoned: Polygynous marriage in Christian Africa. <i>Journal of Marriage and Family</i>, 82(2), 751-768. • Fisiy, C. F. (1998). Containing occult practices: witchcraft trials in Cameroon. <i>African Studies Review</i>, 41(3), 143-163. • Nwosimiri, O. (2021). African Cultural Values, Practices and Modern Technology. In <i>African Values, Ethics, and Technology: Questions, Issues, and Approaches</i> (pp. 89-102). Cham: Springer International Publishing. <p>Optional Readings:</p> <ul style="list-style-type: none"> • Becker, B. (2022). The colonial struggle over polygamy: Consequences for educational expansion in sub-Saharan Africa. <i>Economic History of Developing Regions</i>, 37(1), 27-49.

	<ul style="list-style-type: none"> • Chae S, Agadjanian V. (2022) The Transformation of Polygyny in Sub-Saharan Africa. <i>Popul Dev Rev.</i> 2022 Dec;48(4):1125-1162. • Barbara Nussbaum (2003) African Culture and Ubuntu, <i>World Business Academy, Volume 17</i> • Falen, D. J. (2008). Polygyny and Christian marriage in Africa: The case of Benin. <i>African Studies Review</i>, 51(2), 51-74. • Idang, G. E. (2015). African culture and values. <i>Phronimon</i>, 16(2), 97-111.
<p>Wk3 Jan 24</p>	<p>Topics to be covered:</p> <ul style="list-style-type: none"> • African Popular Cultures and Moral Values <p>Required readings.</p> <ul style="list-style-type: none"> • Eze, C. (2017). Rethinking African culture and identity: the Afropolitan model. In <i>Afropolitanism: Reboot</i> (pp. 4-17). Routledge. • Ebong, I. A. (1995). The aesthetics of ugliness in Ibibio dramatic arts. <i>African Studies Review</i>, 38(3), 43-59. • Ebewo, P. J. (2007). The emerging video film industry in Nigeria: Challenges and prospects. <i>Journal of film and video</i>, 59(3), 46-57. <p>Optional Readings:</p> <ul style="list-style-type: none"> • Krings, M., & Simmert, T. (2020). African Popular Culture Enters the Global Mainstream. <i>Current History</i>, 119(817), 182-187. • Edensor, T. (2020). <i>National identity, popular culture and everyday life</i>. Routledge • Nyairo, J., & Ogude, J. (2005). Popular music, popular politics: Unbwoogable and the idioms of freedom in Kenyan popular music. <i>African Affairs</i>, 104(415), 225-249 • Haynes, J. (2006). Political critique in Nigerian video films. <i>African affairs</i>, 105(421), 511-533. • Khan, A. W. (2009). Paradigms of social aesthetics in Themne oral performance. <i>Oral Tradition</i>, 24(1).
<p>Wk Jan. 31</p>	<p>Topics to be covered:</p> <ul style="list-style-type: none"> • Gender, Sexuality & Feminism • Women negotiating private and public spaces. • Debates on Lesbian, Gay, Bisexual, Pansexual, Transgender, Genderqueer, Queer, Intersexed, Agender <p>Required readings.</p> <ul style="list-style-type: none"> • Makama, R., Helman, R., Titi, N., & Day, S. (2019). The danger of a single feminist narrative: African-centred decolonial feminism for Black men. <i>Agenda</i>, 33(3), 61-69. • Ibrahim, A. M. (2015). LGBT rights in Africa and the discursive role of international human rights law. <i>African human rights law journal</i>, 15(2), 263-281. • Elia, N. (1999). To Be an African Working Woman": Levels of Feminist Consciousness in Ama Ata Aidoo's "Changes. <i>Research in African Literatures</i>, 30(2), 136-147. <p>Optional Readings:</p> <ul style="list-style-type: none"> • Gloppen, S., & Rakner, L. (2020). LGBT rights in Africa. In <i>Research handbook on gender, sexuality and the law</i> (pp. 194-209). Edward Elgar Publishing.

	<ul style="list-style-type: none"> • Ogede, O. (1994). The Defense of Culture in Ama Ata Aidoo's No Sweetness Here: The Use of Orality as a Textual Strategy. <i>International Fiction Review</i>. • Pincheon, B. S. (2000). An ethnography of silences: Race, (homo) sexualities, and a discourse of Africa. <i>African Studies Review</i>, 43(3), 39-58.
Wk5 Feb 7	<p>Topics to be covered:</p> <ul style="list-style-type: none"> • Construction of Africa: Images, Inventions, ideologies, identities and (mis)representations <p>Required readings.</p> <ul style="list-style-type: none"> • Mpofu, W. J. (2022). Thabo Mbeki's Decolonial Idea of an African in the African Renaissance. <i>The Thinker</i>, 93(4), 36-44. • Onyenekwu, I., Angeli, J. M., Pinto, R., & Douglas, T. R. (2017). (Mis) Representation among US Study Abroad Programs Traveling to the African Continent: A Critical Content Analysis of a Teach Abroad Program. <i>Frontiers: The Interdisciplinary Journal of Study Abroad</i>, 29(1), 68-84. • Abel, J. (2017). Colonial Perception and Re-imaging the African Identity in Chinua Achebe's Things Fall Apart. <i>Ansu Journal of Language and Literary Studies</i>, 1(2). <p>Optional Readings</p> <ul style="list-style-type: none"> • Ndlovu-Gatsheni, S. J. (2022). <i>Empire, global coloniality and African subjectivity</i>. Berghahn Books. • Ndlovu-Gatsheni, S. J. (2020). <i>Decolonization, development and knowledge in Africa: Turning over a new leaf</i>. Routledge. • Keim, C., & Somerville, C. (2021). <i>Mistaking Africa: Misconceptions and Inventions</i>. Routledge. • ALIA, P. The Struggle for African Identity: Thabo Mbeki's African Renaissance.
Wk6 Feb 14	<p>Topics to be covered:</p> <ul style="list-style-type: none"> • Borders, Ethnicity, Migration, Conflicts, and the refugee crises • Diaspora and Pan Africanism <p>Required readings:</p> <ul style="list-style-type: none"> • Freeman, L. (2017). Environmental change, migration, and conflict in Africa: a critical examination of the interconnections. <i>The Journal of Environment & Development</i>, 26(4), 351-374. • Kansanga, M. M., Arku, G., & Luginaah, I. (2019). Powers of exclusion and counter-exclusion: The political ecology of ethno-territorial customary land boundary conflicts in Ghana. <i>Land use policy</i>, 86, 12-22. • Patterson, T. R., & Kelley, R. D. (2000). Unfinished migrations: reflections on the African diaspora and the making of the modern world. <i>African Studies Review</i>, 43(1), 11-45. <p>Optional Readings:</p> <ul style="list-style-type: none"> • Oucho, J. (2021). <i>Undercurrents of ethnic conflict in Kenya</i> (Vol. 3). Brill. • McGuirk, E., & Burke, M. (2020). The economic origins of conflict in Africa. <i>Journal of Political Economy</i>, 128(10), 3940-3997. • Mamdani, M. (2020). <i>When victims become killers: Colonialism, nativism, and the genocide in Rwanda</i>. Princeton University Press.

	<ul style="list-style-type: none"> • Young, K (2011). Untrapping the Soul of Fanon: Culture, Consciousness and the Future of PanAfricanism. <i>The Journal of Pan African studies</i> 4, no. 7: 137–161 • Mbembe, A (2020). “Afropolitanism.” <i>NKA</i> (Brooklyn, N.Y.) no. 46 56–6
Wk7	Feb 18-24: Term Break, No Classes
Wk8 Feb. 28	<p>Topics to be covered:</p> <ul style="list-style-type: none"> • Politics of Resource Distribution & Access • Aid Development and the white savior industry <p>Required Readings:</p> <ul style="list-style-type: none"> • Cole, T. (2012). The white-savior industrial complex. <i>The Atlantic</i>, 21(March). • https://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrialcomplex/254843/ • Mlambo, C. (2022). Politics and the natural resource curse: Evidence from selected African states. <i>Cogent Social Sciences</i>, 8(1), 2035911. • Hanchey, J. N. (2020). Decolonizing aid in Black Panther. <i>Review of Communication</i>, 20(3), 260-268. <p>Optional Readings:</p> <ul style="list-style-type: none"> • Williams, A., & Le Billon, P. (Eds.). (2017). <i>Corruption, natural resources and development: From resource curse to political ecology</i>. Edward Elgar Publishing. • George, K. M. Epistemological Underpinnings and Emancipatory Insights on White Saviorism in Development. Ivan Illich once said that “the road to hell is paved with good intentions.” Very few books are willing to express this sentiment without hesitation. White Saviorism in International Development unveils the hypocrisies undergirding development projects led by the Global North for the Global South. It examines the intimate linkages be, 116. • Savoia, A., & Sen, K. (2020). The political economy of the “resource curse”. <i>A Development Perspective</i>.
Wk9 Mar 6	<p>Topics to be covered:</p> <p>African's Changing Global Relations and Geopolitics: The Geopolitics and Debates on Africa-China Economic Relations</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Murad, M., & Rafiq, U. (2021). China Geo-Economic Strategy in Africa. <i>Asian Social Sciences Review</i>, 2(1), 1-26. • Zwanbin, E. (2020). Our friend or foe: Exploring common grounds for China-Africa relations. <i>China Int'l Stud.</i>, 80, 124. <p>Review for midterm- Half class time</p>
Wk10 Mar 13	Midterm Exam
Wk11 Mar 20	Time for individual consultation with instructor on final paper
Wk12 Mar 27	Discussion and fine-tuning final research paper
Wk13 Apr 9	Research Paper due date

Academic Dates	Fall Term 2023	Winter Term 2024
Start of Term	Monday, August 28	Tuesday, January 2
End of Term	Friday, December 22	Tuesday, April 30
Block Week	Monday-Friday, August 28-September 1	Tuesday-Saturday, January 2-6
Start of Classes	Tuesday, September 5	Monday, January 8
Term Break, no classes	Sunday-Saturday, November 12-18	Sunday-Saturday, February 18-24
End of Classes	Wednesday, December 6	Tuesday, April 9
Start of Exams	Saturday, December 9	Friday, April 12
End of Exams	Wednesday, December 20	Tuesday, April 23