**PERSPECTIVES IN AFRICA**
**ANTH 140G: Department of Anthropology (UCR), Fall 2018**

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** COURSE DESCRIPTION:**

What does Africa stand for? What is the role/place of Africa in the story of humanity? How has Africa been represented in sciences and humanities? What does it mean to be African? How do we define African cultures and histories? Using a global framework, this course is designed to explore these and other pertinent questions and provide an intensive introduction to the anthropological study of Africa, the birthplace of humankind and human cultures. We will begin with a discussion of historical perspectives on Africa and the problem of representation, with more critically informed approaches to politics, history and culture. We then shall examine global Africa, by looking at ways in which Africa is shaping (and being shaped by) the world historically and currently. We will highlight Africa’s major contributions to both the development of anthropology and the global economy. In doing so, we will study the movements of African populations and cultures, focusing on the shifting notions of home, culture, community and identity. Further, we will explore Africa's diversity including: major ecological zones, the main subsistence strategies practiced in Africa by linking rural-urban livelihoods to the large global processes and events, and how the ecology and cultural practices influence each other and affect the lifestyles of Africa's indigenous and contemporary populations.

My teaching philosophy is based on the knowledge that students can learn most effectively through doing; which informs this course’s instructional activities. You will read a short introductory book and a reader that provides multi-disciplinary and global approaches to African history, culture, and identity. These will be supplemented by illuminating case studies and additional relevant articles/chapters (available on the course iLearn website), a wide range of ethnographic videos, and online anthropological resources. Lecture topics and other course activities for each week are indicated in the course syllabus. Lectures will integrate slides and selected video presentations on aspects of African history and culture, student's active participation through a set of in-class activities, and discussion of assigned weekly readings and other pertinent materials. Lecture slides will be posted on the course iLearn website, but note that this would not replace active learning (attending lectures/sections, taking notes, and participating in class discussions).

**Required Readings:** The following required texts are available at the UCR Book Store for purchase and on reserve at Rivera Library:


**Articles/Chapters:**


Note: These reading materials may not be exclusive. The instructor has the right to add or modify the syllabus, class schedule, course materials, and films. You should always refer to your syllabus to stay on top of upcoming assignments/due dates; and bring it to class as all changes will be announced in class. The films will NOT be put on reserve and the instructor will not make any provisions for those that miss the in-class screening of films. Materials posted on the course iLearn are marked with * on the syllabus.

Suggested Readings:

Evaluation: There are 300 points total for the course, distributed as follows:
Class participation 30 points (10%)
MR 50 points (17%)
Weekly Commentaries 90 points (30%)
Three Assignments 70 points (23%)
Final paper 60 points (20%)
Total 300 points (100%)

Grading Standards:
96-100% = A+; 93-95% = A; 90-92% = A-; 87-89% = B+; 83-86% = B; 80-82% = B-; 77-79% = C+;
73 - 76% = C; 70-72% = C-; 67-69%=D+; 63 -66% = D; 60-62%=D-; below 60% = F

Course Requirements:
1) Read this syllabus and understand the course requirements and policies.
2) Read the assigned materials: you must come to class having read all the readings listed on the syllabus for that day. Discussions may take different forms and you are expected to contribute to both large and small group discussions in ways that demonstrate that you have thought critically about the readings and films. This means that your success in this course depends on your attending all lectures, AND completing the readings before each meeting, posting commentaries, and that it is to your advantage to be prepared. You should bring the textbooks to class with you as we will be referring to them in our discussions.
3) Class participation (10%): Because time spent in class/session is crucial to the integration of readings and lectures, discussion and analysis, students are expected to attend every class session from start to end. In order to have lively and interactive class, intelligent participation in class discussions is mandatory and will affect your grade. While there may be lectures, all class sessions will require your participation and the quality of the class will depend on students’ contributions. I may occasionally call on you to respond to a question, give impromptu written or oral quizzes on
the readings, or assign small homework and in-class critical thinking assignments based upon readings. All of these affect the class participation component of your grade.

4) **Weekly Commentaries (30%)**: Each student will write a one page (12 font, double-spaced, and proofread) weekly commentaries on each set of assigned readings to help guide our discussions in class. As of **Week One** (October 5), the commentaries must be both posted into the appropriate forum, “Assignments” on the course iLearn website by 11pm Sunday, Tuesday, and Thursday evenings, AND bring hard copies to class the next day to help us talk about the specific sets of readings (listed in schedule below). In these commentaries, you should: a) raise two conceptual questions about the readings for discussion revolving around one or two of the main points made by the author(s) assigned for each meeting; and b) provide responses to your own questions. [Remember: you are required to formulate two conceptual questions for all of your assigned readings for the respective class meetings on Mondays and Wednesdays, NOT two questions or 2 main points for each chapter/article]. Each commentary is graded out of 5 grade points and if you do NOT bring, discuss, and submit your commentaries in class, 2 points will be docked. The course’s late submission policies do not apply to commentaries and no late commentaries will be accepted. You will have 21 commentaries, and three lowest grades of these 21 will be dropped. [Remember to proofread all your writing for spelling and grammar.]

5) **Watching assigned ethnographic movies in class, or on your own (17%)**: You should watch all the movies that are scheduled to be screened in class, or on your own; take notes, and write a reflection on each movie by addressing the following questions:
   - What is the movie about?
   - What did you learn from this movie?
   - How do you relate to the stories recounted in the movie?
   - How is this movie correlating with the topics/chapters we have covered in class so far? In responding to this component of your reflection, you must identify specific concepts, facts, and sources that are correlating with aspects of the movie. For example, saying: “the movie is related to chapter 4, or the topics discussed in class”, would not be a sufficient response.
   - You will write a total of 5 movie reflections (MR1-5) and each reflection is graded out of 10 grade points.
   - Your reflection must be 1page maximum (double-spaced, spell-checked, and proof-read).
   - You must post your reflections on Assignments, on the class iLearn site by due dates, provided in the course schedule.

6) **Three Assignments (23%)**:  
   a. **Assignment one- Map Work (10 points)**: You will hand-draw a political map of Africa showing national boundaries and capital cities of all African countries. You must use colors to differentiate. Your text books by Dorothy and Byfield as well as Parker and Richard are useful resources. In addition to hand-drawing the political map of Africa, you will write a short paragraph about an African country on which you will write a final paper and describe why you are interested in that country. Your map work and description are due in class, on Wednesday, October 10.
   b. **Assignment two-Group Works**: You will perform two group projects that involve research, critical writing, and slide-assisted presentations on land grabbing in Africa and the Chinese influence on Africa. I will post detailed instructions for the two group projects on the course iLearn website later.

7) **Final Paper and Slide Presentations (20%)**: You will write an essay (4-5-page maximum, typed, 12pt font, double-spaced, 1” margin, spell-checked) on one African country of your choosing (You can have additional References Page). Develop a well thought out academic paper, using insights from the course readings, films, class discussions and your own research.
In order to avoid overlapping, I will assign a country to each student by October 10. Your essay should include the following 4 elements: a) a brief description of the history, population, ecology, economy, politics, and culture of the country assigned to you; b) highlight the ethnic and religious compositions and tensions in the country; c) emphasize one or two art forms (example: music, painting, decorating the body, masks, sculpture) and discuss briefly their diasporic manifestations (global connections) as well as regional ties, d) a synthetic discussion of at least 4 key themes of your sources as they relate to this course’s readings. You must use a minimum of 3 outside published sources (books and/or academic articles only, no WikiLeaks sources are allowed), in addition to the course readings. (Suggested readings and the journal, African Studies Review would be a good place to start). Make sure to include a References Page as well as citing correctly throughout the paper. Please follow the citation style of APA and here is the link to APA: http://pitt.libguides.com/c.php?v=12108&p=64730. You must submit your final term paper on the class iLearn website on December 13 by 11:00pm. In addition, you are required to turn in hard copies of your term papers in class after your presentations on December 14, 8-11am. Further, you are required to give a 6 minutes of slides-assisted presentations on your final paper in class. The instruction for and schedule of the presentations (which start on December 7, during week 10 and end on December 14) will be posted on iLearn.

COURSE POLICIES:

- Cheating and plagiarism: Cheating and plagiarism are NOT tolerated. Cheating and plagiarism will result in a grade of “F” for the class not just the assignment and referral to the administration for further disciplinary action, as appropriate. You are expected to be familiar with UCR’s regulations on academic honesty and plagiarism (available from http://senate.ucr.edu/bylaws/?action=read_bylaws&code=app&section=06.
- Recording my lectures and taking pictures of lecture slides AND clicker questions is illegal and DO NOT DO IT without my consent.
- Cell phones and laptops: Cell phones should be turned off for the duration of lecture (unless authorized by the instructor and for clickers’ use) and section activities. Laptops may be used to take notes, but only in the back row of the classroom. Your use of the laptops will be monitored and anyone using a laptop and any other devices such as cell phone for non-course purposes will be asked to leave for that day and will not be permitted to use one for the rest of the course.
- Submissions on iLearn: All submissions must be in Word or PDF formats. Assignments submitted in other formats won’t be graded. You have 3 attempts for each submission.
- Late Papers: Papers less than 24 hours late will lose 2 points. Papers 24-48 hours late will get a 4 points penalty. Papers > 48 hours late will not be accepted. All papers submitted are considered a final draft. If you feel you need assistance with your writing skills, you have access to excellent resources at the UCR Academic Resource Center (see below: Tips for doing well in this course). I will be glad to direct you to other resources should that be necessary, just let me know. This late submission policy does not apply to the weekly commentaries.
- Exams Policy: Take note of due dates and plan accordingly. There will be no makeup or alternative assignments and final paper offered without a compelling medical or legal excuse, with appropriate documentation.
- Respect for Others: It is important that everyone does their best to be respectful of everyone’s thoughts and opinions, even if they differ from your own.
- Disruptive Behaviors: Stay away from unacceptable and disruptive activities such as: arriving late, leaving the classroom before the class ends, texting, sleeping, chatting with a classmate during lectures, and doing work for other courses.
- Communication: If you are not clear about something discussed in class or in the readings, it is important to ask: 1) in class meetings, 2) reread the syllabus, 3) attend office hours or make an
appointment with the instructor. Please do not hesitate to see me during office hours for any reasons related to course. You may also schedule an appointment at some other time if your schedule requires it – the best way to schedule an appointment is via email, worku.nida@ucr.edu. I will do my best to respond to emails within 48 hours during the week, and on Monday if you email over the weekend.

- You are required to write professional, but casual, messages (i.e., we expect complete sentences and won’t respond to texting-language like “i need 2 c u”). Your email messages need to include the course number in the subject line.
- Satisfactory / No-credit: Students in good academic standing (2.00 GPA or above) may take courses not required in their majors on S/NC grading basis. You have until the end of the eighth week of instruction to decide about grading status. Full details are at http://chassstudentaffairs.ucr.edu/academic_standing/options.html.
- Withdrawal: I hope that you won’t withdraw! But if you do so after the second week of classes, a “W” will appear on your transcript, indicating withdrawal from the course. Students are allowed to withdraw until the sixth week of instruction.

**Tips for doing well in this course:** I am eager to do everything in my power to help you succeed in this course because I care about your learning and success. If you have any problems that affect your performance in the course, talk to me early on (not toward the end of the term) so that I can work with you to address the problems. Don’t fall so far behind with assigned readings and assignments that it becomes difficult to catch up. Stay on top of your assigned readings and assignments from the very beginning. Invest sufficient time on reading assigned course materials, and studying for the midterm/final. If you need help developing/refining your basic academic skills (including taking notes in lectures, identifying the main ideas in readings, reviewing for tests and exams), then I strongly encourage you to use the UCR Academic Resource Center, where there are educators, counselors, and advanced students trained to help students succeed in their college courses. Their services are free and open to any student needing help with completing assignments and writing papers. The Academic Resource Center is located on the first floor of the Surge Building. See http://arc.ucr.edu for more details.

**OTHER IMPORTANT UNIVERSITY RESOURCES YOU NEED TO BE AWARE OF:**
UCR is committed to protecting the safety of our students. If you have been a victim of misconduct/assault (including experiences of sexual harassment, sexual assault, stalking and intimate partner violence), help is available, including the following:

- **Our CARE Advocates provide confidential assistance to survivors of sexual violence at UCR.** The CARE Advocates can be reached at: 384 & 386 Surge Building, www.care.ucr.edu, 951-827-6255
- **To file an on-campus report of harassment or sexual violence:** Title IX Office, 349 Surge Building, www.titleix.ucr.edu, 951-827-7070
- **The counseling and psychological services can be reached at** 951-827-5531 24 hours a day, 7 days a week. Go to www.counseling.ucr.edu for details.
- **The R’Pantry provides emergency nonperishable food to UC Riverside students in need.** It is located in the lower HUB plaza next to the ATMs. For hours of operation, visit the R’Pantry Facebook page.
- **To file a police report:** UCPD 3500 Canyon Crest Dr., www.police.ucr.edu, 951-827-5222
- **Our Student Affairs Case Manager offers support and guidance in all areas:** casemanager@ucr.edu, 951-827-6095
- **You have access to a variety of on campus support services such as a counseling, academic, health, career services and library; make sure that you use them.**

**Disability Accommodations:** According to the American Disabilities Act, any student with an identified disability is eligible to be registered with the Student Disability Resource Center. UCR is committed to providing educational accommodations for students with disabilities upon the timely request by the
student to the instructor and Student Disability Resource Center. If you may need accommodation for any sort of disability, please make an appointment to see me or come to my office hours. You should also arrange with the Services for Students with Disabilities Office (http://specialservices.ucr.edu/) to provide appropriate documentation. If you have a disability or believe you may have a disability, you can arrange for accommodations by contacting Services for Students with Disabilities (SSD) at 951-827-4538 (voice) or specserv@ucr.edu (email). Students needing academic accommodations are required to register with SSD and provide required disability-related documentation. As such registration applies to each class individually, if you have approved accommodation(s), you are responsible for notifying the instructor within two weeks of the start of the class, which can be done privately, unless the disability initiates during the duration of the class. Similarly, if you have a preexisting medical condition that affects your ability to participate in any required class activity, you are responsible for informing the instructor, along with documented evidence of the condition, within the first two weeks of the class.

**EDUCATION ABROAD PROGRAMS (EA):** The Department of Anthropology strongly encourages its undergraduate students to take advantage of opportunities through UCR and affiliate institutions for education abroad. EA can provide you with learning opportunities beyond the classroom, including anthropological field research, non-governmental organization volunteering, museum internships, and more. Language and cultural immersion through EA are great ways to deepen your training in anthropology. For information on EA programs and EA-related financial support within the Department of Anthropology see https://anthropology.ucr.edu/undergraduate/study_abroad.html. For further information on EA programs and resources at UCR, see http://ea.ucr.edu.

**Abbreviation:**
Movie Reflections: (MR1-5)
GLS: Grinker, Roy R.; Lubkemann, Stephen C.; and Christopher B. Steiner (eds.)
HB: Dorothy Hodgson and Judith Byfield
PR: Parker, John and Rathbone, Richard
SD: Shandy, Dianna
NW: Nida, Worku

**Important Dates**
Group Presentations on: Land Grabbing in Africa 10/31, 11/2
Group Presentations on: the Chinese Influence on Africa 11/19
Final Paper (Individual) Presentations on the Countries of Africa, 12/7, 12/14
Final Paper: due by 11pm on Thursday evening, December 13, and hard copies are due in class, after slides presentations, on Friday, December 14

**CLASS SCHEDULE**

**Part I. Representation and Discourse: Who gets to define Africa and Africans?**

**Week Zero**
Friday, September 28 — **Introduction:** Syllabus and Overview of Course

**Week One**
Monday 10/1 — GLS: Introduction, Pp. 1-29* (posted in the class iLearn website)
   Map work and a description of the changing map of Africa assigned.
Friday 10/12 — PR, ch. 2.
Week Two
Monday 10/8—PR: Chs. 3 and 4
On your own-screening of the movie: “The Nature of a Content” (MR1 is due on iLearn on Saturday evening, 10/13 by 11pm) https://youtu.be/8-pksToXSL4
Wednesday 10/10—PR, ch. 5
Map work and a description of the changing map of Africa due.
Assignment on land grabbing in Africa posted.
Friday 10/5—PR, ch. 6, 7

Part II. Global Africa: History, Culture, Representation, Migration

Week Three
Wednesday 10/17—HB: Pp. 39-80
On your own-screening of the movie: “Voices of the Forest: The Local-Global Nexus in Ivory Coast” (MR2 is due on iLearn on Saturday evening, 10/20 by 11pm) https://youtu.be/-BuGXP7ymIk
Friday 10/19—HB: Pp. 81-120

Week Four
Monday 10/22—HB: Pp. 121-162
Wednesday 10/24—HB: Pp. 163-201
Friday 10/26—Screening of the movie: “The New Scramble for Africa” https://youtu.be/_KM06hTeRSY (MR3 is due on iLearn on Saturday evening, 10/27 by 11pm)

Week Five
Wednesday 10/31—Group Presentations on: Land grabbing in Africa
Assignment on Chinese influence on Africa posted.
Friday 11/2—Group Presentations on: Land grabbing in Africa

Week Six
Monday 11/5—HB: Pp. 247-297
Wednesday 11/7—HB: Pp. 298-317
Friday 11/9—HB: Pp. 318-365

Week Seven
Monday 11/12—No Class, Veteran’s Day
Wednesday 11/14—SD: chs. 1 and 2* (posted in course iLearn website)

Friday 11/16—On your own-screening of the movie: “Africa; States of Independence-the scramble” (MR4 is due on iLearn on Saturday evening, 11/7 by 11pm) https://youtu.be/CgzSnZidGuU
Screening of the movie: TBA(MR4 is due on iLearn on Saturday evening, 5/26 by 11pm)

Week Eight
Monday 11/19—Group Presentations Assignment on: The Chinese Influence in Africa
Friday 11/23—No Class, Thanksgiving
Week Nine
Monday 11/26 — SD: ch. 5* (posted in class iLearn website)
Wednesday 5/28 — SD: ch. 6* (posted in class iLearn website)
Friday 10/30 — SD: ch. 8* (posted in class iLearn website)

Week Ten
Monday 12/3 — NW: Cultural Dynamics in the Village*(posted in class iLearn website)
Wednesday 12/5 — NW: African Religions in Diaspora*(posted in class iLearn website)
Friday 12/7 — Final Paper Presentations (the first group of students)

Friday 12/14 (Final Exam Day) — Final Paper Presentations (the remaining students)

Some questions to consider after reading:
- What is the author’s primary argument or point?
- What evidence does the author use?
- How does the author move from empirical evidence to generalizations?
- What theories and/or issues is the author in dialogue with?
- In what ways is the argument persuasive?
- What flaws or contradictions do you see in the argument? How would you use the evidence or make the argument differently?