

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

ANTH 2620A / Winter 2018
Ethnography of Sub-Saharan Africa

Class meets: Thursday 11:35 a.m. - 2:25 p.m.
Location: Canal Building 3101
Office Hours: Thursday 2:30-3:30 p.m.

Instructor: Ying-Ying Tiffany Liu
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Course Description

Examination of selected areas of contemporary Sub-Saharan Africa through current anthropological research. Topics may include war and displacement, religion, politics, international development, history, popular culture, colonialism, witchcraft, health and kinship.

Course Objectives

This course provides an examination of contemporary social and cultural life in parts of sub-Saharan Africa. In it, emphasis is placed on learning about the varied and contested social practices -- from everyday livelihood, economic activities, migrant labourers to political movements -- on the sub-continent and the historical contexts out of which they have arisen. In other words, we shall understand African practices as dynamic activities that have drawn on the cultural resources from an assortment of localized, national and international traditions. Through examining historically and culturally situated social practices through contemporary ethnographic research, it is hoped that students will go beyond common assumptions held about (sub-Saharan) Africa found in North America and elsewhere (which circulate in newspapers, films, novels, development projects, academic studies, tourist experiences, etc.). The aim is to foster a (deeper) understanding of how these common assumptions have shaped social, political, cultural and economic life in sub-Saharan Africa and beyond, how they have simultaneously been creatively (or destructively) reinterpreted and retooled by different Africans, and how they have inadequately explained the rich, diverse ways of living that have occurred in various parts of this sub-continent.

Course Requirements and Evaluation

<i>Assessment</i>	<i>Due Date</i>	<i>Weight</i>
In-class participation	Every Thursday	10%
Reading responses	Wednesday by 6 p.m. (best of 5)	4% x 5 = 20%
Group presentation	March 8 - March 29	30%
Term paper outline	March 30	5%
Take home exam (final term paper)	April 26	35%

I. In-class Participation: 10 % of final grade (+ 1% bonus point). At the end of each lecture, you will be asked to briefly discuss with other students (no groups of more than 5, although you can work alone if you prefer) about one question (will be provided by the instructor). All group members must write their own name, student ID number, and signature on one single sheet of paper along with your group's answer (in three to five sentences). Each one is worth 1 mark. You are able to get 11 participation marks for attending the twelve classes.

II. Reading Responses: 20 % of the final grade. For the weekly readings, you submit a brief response (e.g., What is the main argument? What are the supporting ideas? What theme interests you and why? What are the anthropological concepts have been discussed in the article?) as well (at least) one question regarding the readings in terms of its argument or evidence. You need to send it through cuLearn by 6 p.m. Wednesday the night before this Thursday class. Each reader response (including questions) should be between 250-350 words. Each is worth 4% of your final grade. You are graded on your top five marks. If you do less than three, you will receive a grade of “incomplete” for this course. I will **NOT** read or grade a reader response submitted after the class in which the reading is being discussed, unless the student has made a prior arrangement with me or is able to provide a medical certificate or other suitable documentation that states the duration of the illness/issue.

Criteria for grading is as follows:

- 4.0: Excellent response, succinctly drawing on reading for support
- 3.0: Great response, with a good understanding of the argument
- 2.0: Reasonably good response, shows evidence of engaging with the reading
- 1.0: Basic understanding of the reading
- ≤0.5 Poor understanding of the reading; no question.

III. Group Presentation: 30 % of final grade. Students will form a group (between 4-5 or depends on the class size) and choose one book (fiction or a writer's memoir) written by an African-born author about people in Africa and/or African diaspora. Your team will be asked to make a 15-25 minute presentation. Below is the list of literatures that you can either borrow from the instructor or is available at the library. Students are welcome to choose another book that is not on this list, but must consult with me for permission. By Week 6 (February 15th) I would like to know which group you will be in and each group will sign up for a presentation date and the choice of book. More details about the presentation will be given out during the class of Week 3.

- *Things Fall Apart* (1958) – Chinua Achebe
- *Petals of Blood* (1977) – Ngũgĩ wa Thiong'o
- *Nervous Conditions* (1988) – Tsitsi Dangarembaga
- *Disgrace* (1999) – J.M. Coetzee
- *The Good Doctor* (2003) – Damon Galgut
- *Americanah* (2013) – Chimamanda Ngozi Adichie
- *We Need New Names* (2013) – NoViolet Bulawayo
- *Homegoing* (2016) – Yaa Gyasi
- *Black Moses* (2017) – Alain Mabanckou

IV. Take Home Exam (Final Term Paper): 40% of final grade, comprised of 35% for paper and 5% for outline.

The aim is for you to examine different understandings of and perspectives on a particular topic in sub-Saharan Africa. You need to build an argument based on an ethnography book or journal article written by anthropologist(s) which is NOT a required reading. **Critically** discuss author's arguments with an analysis around academic journal articles (e.g., can be book reviews), what we have learned from this course, and other forms of discussions (e.g., online news articles or editorial points of view).

Outline (5%): Due on **Friday, March 30** via cuLearn.

Must include:

- i) Ethnography book/article title, author, year of publication
- ii) Summarize the main idea or theme of the ethnography
- iii) Proposed argument(s)
- iv) List of possible references you will be using (if it is a non-academic internet site, explain in a few sentences why this is relevant for your assignment)

Assignment (35%): Due on **Thursday, April 26th** via cuLearn

Length: 10-12 typed pages (excluding endnotes, appendices and references cited) double spaced, 12 font with 2.54 cm (1") margins.

The minimum requirements are:

- i) You must read and cite at least 3 academic sources
 - One ethnography book/article you'll be examining for the assignment
 - One required reading from this class
 - One academic journal article
- ii) You must explicitly lay out the main ideas of the ethnography and your arguments.
- iii) You must draw on perspectives and/or debates from your sources.
- iv) You must use SOC/ANTH Department's Style Guide or AAA (American Anthropological Association) for the references and citation. The style guides can be found here:

SOC/ANTH Department

<https://carleton.ca/socanth/information-for-students/undergraduate-students/style-guide>

AAA

<http://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044>

Submission of Work: Please submit **an electronic copy of the take home exam (final term paper) via cuLearn by April 26th**. Late exams cannot be accepted without a formal deferral from the Registrar's Office. All other late assignments will be deducted 2% per day (this includes weekends). Late assignments will only be accepted without penalty if the student has made a prior arrangement with me or is able to provide a medical certificate or other suitable documentation that states the duration of the illness/issue. Without documentation, no assignment will be accepted two weeks past the deadline.
Evaluation Criteria: Your paper will be evaluated by your ability: to synthesize material from various sources; to carry an argument through your discussion of the material; to write clearly; and consistent citation style.

READINGS SCHEDULE

There is no textbook requirement for this course. All readings will be placed on cuLearn one week in advance. Readings should be done before the classes for which they are assigned. It is expected that you will consider the broad themes and arguments (i.e. don't get lost in the details) and relate them to the relevant lectures and discussion.

- Jan 11 **Week 1** **Introduction to the course**
- 18 **Week 2** **Anthropology and Colonialism**
- Moore, Sally Falk. 1994. *Anthropology and Africa: Changing Perspectives on a Changing Scene*. VA: University of Virginia Press. Pp. 1-14; 122-133.
 - De L'Estoile, Benoît. 2008. "The Past as It Lives Now: An Anthropology of Colonial Legacies." *Social Anthropology* 13(3): 267-279.
- 25 **Week 3** **Images and Representations of Africa**
- Bruner, Edward. 2001. "The Maasai and the Lion King: Authenticity, Nationalism, and Globalization in African Tourism." *American Ethnologist* 28(4): 881-908.
- Group presentation guidelines
- Feb 1 **Week 4** **Making People: Kinship, Marriage, Gender**
- Cadigan, R. Jean. 2008. "Woman-to-Woman Marriage: Practices and Benefits in Sub-Saharan Africa." In *Classic Edition Sources: Anthropology*, edited by Elvio Angeloni, 115-120. Dubuque, IA: McGraw-Hill Contemporary Learning Series.
 - Hodgson, Dorothy. 1999. "Once Intrepid Warriors: Modernity and the Production of Maasai Masculinities." *Ethnology* 38(2): 121-150.
- 8 **Week 5** **Bands, Tribes, Ethnicity in the 21st Century**
- Besteman, Catherine. 2012. "Translating Race across Time and Space: The Creation of Somali Bantu Ethnicity." *Identities: Global Studies in Culture and Power* 19(3): 285-302.
 - Binaisa, Naluwembe. 2013. "Diasporic Landscape: Theoretical Reflections on African Migrants' Everyday Practices of 'Home' and 'Belonging'" *Journal of Intercultural Studies* 34(5): 553-568.
- 15 **Week 6** **Uncertain Livelihoods: Informalities of "the Economy"**
- Dolan, Catherine and Mary Johnstone-Louis. 2011. "Re-siting corporate responsibility: The making of South Africa's Avon entrepreneurs." *Focaal* 60(1): 21-33.
 - Rutherford, Blair. 2008. "An Unsettled Belonging: Zimbabwean Farm Workers in Limpopo Province, South Africa." *Journal of Contemporary African Studies* 26(4): 401-415.

(February 19-23: Winter break)

- Mar 1 **Week 7 Rethinking Development: Aid or Trade?**
- Englund, Harri. 2008. "Extreme Poverty and Existential Obligations: Beyond Morality in the Anthropology of Africa?" *Social Analysis* 52(3): 33-50.
- 8 **Week 8 New Players in Africa's Globalization? China-Africa Relations**
- Siu, Helen F. and Mike McGovern. 2017. "China-Africa Encounters: Historical Legacies and Contemporary Realities." *Annual Review of Anthropology* 46: 337-355.
- Group presentations
- 15 **Week 9 China's Rising Role in Africa**
- Nunoo, Isaac. 2017. "Africa in China's One Belt One Road Initiative: A Boon or Bane?" *International Journal of Social Science and Humanities Research* 5(2): 684-694.
- Group presentations
- 22 **Week 10 Small Scale Entrepreneurship: Africans in China/Chinese in Africa**
- Cissé, Daouda. 2015. "African Traders in Yiwu: Their Trade Networks and Their Role in the Distribution of 'Made in China' Products in Africa." *The Journal of Pan African Studies* 7(10): 44-64.
 - Sheridan, Derek. 2018. "'If You Greet Them, They Ignore you': Chinese Migrants, (Refused) greetings, and the Interpersonal Ethics of Global Inequality in Tanzania." *Anthropological Quarterly* 91(1): 237-266.
- Group presentations
- 29 **Week 11 Questions of Fieldwork**
- Gupta, Akhil and James Ferguson. 1997. "Discipline and Practice: 'The Field' as Site, Method, and Location in Anthropology." In *Anthropological Locations: Boundaries and Grounds of a Field Science*, edited by Akhil Gupta and James Ferguson, 1-25. Berkeley: University of California Press.
- Group presentations
- Apr 5 **Week 12 Doing Cross-Cultural Research: Ethics and Methods**
- Geissler, P.W. 2013. "Public Secrets in Public Health: Knowing Not to Know While Making Scientific Knowledge." *American Ethnologist* 40(1): 13-34.
 - Dia, Hamidou. 2013. "From Field to Concept: The Example of Senegalese Multisited Villages." *Journal of Intercultural Studies* 34(5): 569-583.

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	DEF = Deferred	WDN = Withdrawn from the course	
ABS = Student absent from final exam		DNC = Student did not complete the course	
FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam			

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://www.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv.html>

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*). *The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter exam period is **March 9, 2018**.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs.

The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal. Please note that you will be able to link your MyCarletonOne account to other non- MyCarletonOne accounts and receive emails from us. However, for us to respond to

your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>
