Anthropology 308.001 Summer 2014
Ethnography of sub-Saharan Africa

Instructor
Dr. Vinay R. Kamat
Class: Monday, Wednesday
Time: 13:00 p.m. – 16:00 p.m.
Room: Buchanan D316
Office hours: Tuesday, 11:30 a.m. to 12:30 p.m. and by appointment
Office: 2319 ANSO Building
Phone: 604-822-4802
Email: kamatvin@mail.ubc.ca

Course Description
The continent of Africa, with a population of over a billion has historically played a central role in the theoretical and methodological developments in anthropology and still continues to be a locale for anthropological research of major importance. This course is designed to provide students with a critical anthropological perspective on the historical, political, economic, and cultural processes shaping the everyday lives of peoples in sub-Saharan Africa. In examining the anthropological literature on sub-Saharan Africa, especially case studies by contemporary anthropologists, students will be able to appreciate Africa’s problems and its place in the world. They will also gain a sense of the despair and optimism that the people of Africa share about the continent’s future. Through a discussion of the assigned readings, films and in-class group presentations, students will explore the analytical links between issues of anthropological interest such as gender, sexuality, kinship, ethnic relations, religion, witchcraft and the spread of HIV/AIDS, among others, as highlighted in ethnographies of small-scale local communities and the wider historical and political contexts in which they are embedded, namely, colonialism and its legacy, racialism, structural adjustment programs, globalization and neoliberalism.

The course is organized into two major sections. During the first half of the course, we will briefly review select films depicting images of or imagery of Africa, and the literature on “the invention of Africa” — how Africa has been “invented” and constructed in the western imagination. We will then examine how everyday African realities, especially those highlighted by contemporary anthropologists, differ from the common stereotypes of the continent — visual and textual representations in journalistic accounts, policy papers and popular imagination, as “a dark continent” “a failed continent,” “primitive” “traditional” “wild life and safaris,” a place of seemingly insurmountable problems, poverty, corruption, famines, ethnic conflicts, genocides and internecine civil wars, and HIV/AIDS. However, we will also take note of well known Africanist anthropologist James Ferguson’s (2006) statement that “while such negative accounts can be rightly faulted for seeing Africa only in negative relation to normative standards, it would be difficult to argue that they are, in any simple way, mistaken. On the contrary, there appears to be an unfortunate abundance of evidence in support of such characterization.” Consequently, starting from the third week, we will focus much of our attention on discussing some of the major problems facing the peoples of sub-Saharan Africa. To begin with, we will discuss the subject of ethnic relations in parts of Africa and “zoom in” on the 1994 genocide in Rwanda and its aftermath as a case study. In discussing the literature on the Rwandan genocide and the colonial roots of this contemporary crisis, we will investigate what anthropologists can learn
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from a critical study of ethnic relations in Rwanda and neighboring countries—Burundi and Uganda in particular. We then continue to discuss the subject of ethnic relations and examine some of the anthropological literature on aspects of kinship, family, sexuality and the politics of reproductive health in sub-Saharan Africa. We will also discuss the subject of witchcraft, sorcery and magic in Africa. We will review some of the anthropological literature on the subject that has in recent years become emblematic of a resurgence of anthropological writing focusing on the witchcraft, the occult and modernity. This will enable us to segue into the related topics of the impact of structural adjustment, globalization and neoliberalism on the peoples of sub-Saharan Africa. In discussing these “concept metaphors” in anthropology, we will focus on the politics of health on the continent, with the spread of HIV/AIDS in sub-Saharan Africa as the key topic. Finally, we will discuss everyday life in post-Apartheid South Africa. We will briefly review the literature on the Truth and Reconciliation Commission, “African Renaissance” and “Afro optimism” before undertaking a final review and summing up of the course material.

REQUIRED BOOK (available at the UBC bookstore, online, and on the reserve shelf under ANTH 308.001 at the Koerner Library)

1. Global Shadows: Africa in the Neoliberal World Order (Paperback) by James Ferguson

2. The Order of Genocide: Race, Power, and War in Rwanda (Paperback) by Scott Straus

RECOMMENDED BOOKS

1. Africa since 1940: The Past of the Present (New Approaches to African History) (Paperback) by Frederick Cooper

2. We Wish To Inform You That Tomorrow We Will Be Killed With Our Families: Stories From Rwanda (Paperback) by Philip Gourevitch

3. When Bodies Remember: Experiences and Politics of AIDS in South Africa (California Series in Public Anthropology) (Paperback) by Didier Fassin

The required and recommended books have been placed on the reserve shelf (ANTH 308.001 at the Koerner Library). Required articles will be available to you through Connect.

Class Schedule and Format

The general organization and schedule of the class will be as follows:

I will lecture and lead the discussion on the day’s assigned readings or on the week’s theme. In terms of my pedagogical style, I like to engage the class in seminar style questions and answers, which are accompanied by discussions on the materials assigned for the day. Starting Week 2 onwards, the Wednesday class will be reserved for the assigned group of students who will make presentations and engage the class in a discussion on assigned articles and chapters. Films and videos relevant to the week’s theme will be shown in class. The first half of class time will be
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reserved for a film and the second half of class time will emphasize classroom discussion and small group analysis. Details of the films and videos will be provided to you as soon as I have confirmed their availability for in-class screening.

Exams and Grading

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<thead>
<tr>
<th>Exams and Grading</th>
<th>Date</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>Monday, June 09, 2014</td>
<td>20%</td>
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<tr>
<td>Final Exam (Essay Format)</td>
<td>TBA</td>
<td>30%</td>
</tr>
<tr>
<td>People/Country/Personality Project</td>
<td>Wed June 23, 2014</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
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<td>20%</td>
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<tr>
<td>(Attendance plus Class Discussion</td>
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<td>10%</td>
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<tr>
<td>(and Group Class Presentation)</td>
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Your final grade will be determined by a Mid-Term Exam, a Final Exam, Class Participation (regular attendance, group discussions, group class presentations), and a People/Country/Personality/project chosen in consultation with the instructor. The length of the project should be 12-15 pages, typed, double-spaced, excluding endnotes and references cited. The due date for the project is on or before June 23, 2014. Please note that THIS IS A FIRM DATE as I am traveling to East Africa on June 28, 2014. Guidelines for the project with examples will be given to you during the second week. A one-page (double-spaced) outline of your project is due via email on or before June 04, 2014. I will give my preliminary comments and suggestions on your proposed research project within three days after you have handed in your outline. I strongly encourage you to start early and to discuss the topic and ideas about your research project with me well in advance of actually writing the outline.

DETAILS

Mid-Term Exam: This will be an in-class exam. The format will include ten true/false, ten multiple choice items, and two short essays worth 5 points each.

Final Exam: You will be required to answer any two out of three essay questions worth 15 points each. Both essays should each be 7–8 pages, handwritten, double-spaced. I will grade your essays and all your other assignments relative to one another, i.e., in comparison with the assignments and exams written by your classmates. If you have any questions regarding this policy, please do not hesitate to clarify this with me during my office hours.

Discussion Responsibility and Class Participation

This is a significant portion of your grade, and it is measured in various ways. Most importantly, it includes keeping up with your readings and making thoughtful contributions to class discussions. Therefore, regular class attendance is very important. Repeated absences will adversely affect your grade. Your participation in class discussions will be enhanced if you read the assigned material well in advance.

For the group class presentations, you may either choose a discussion leader for the presentation, or you may allow every student in the team to get a chance to present his or her part of the presentation. If you decide to have a discussion leader, please confer with one another, either in person or by e-mail, about the respective week's readings. Please present a brief summary at the start of each class of the required readings and, if possible, of the supplementary readings. Each discussion leader should submit to me an individual summary (via email, one page in Word...
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format) on the themes covered in the readings for that week, and their relation to the broader context of the course. Please make sufficient copies of the synopsis so that it may be distributed to all of your classmates; this is so that your classmates can read the synopsis prior to the session in which the readings will be discussed. You will present the material from your synopsis in class and lead the discussion. Every student will participate in at least one group presentation over the semester. Given the class size (40–45), you will be required to work with your classmates in teams of 5-6 students. Your team will be asked to make a 20 minute presentation in order to engage the class in a critical discussion on the issues raised during your presentation. A sign-up sheet for the class presentations will be circulated on May 21, 2014. I suggest that you use the following format to prepare for your class presentation: 1) Identify one or two short passages from the readings that you think are central to the main argument made in the article or chapter. Paraphrase the passage and describe the argument that the author makes in your own words, 2) propose one or more questions from the passages that you have selected, and bring them up for discussion with your classmates. Please turn in to me as an email attachment a copy of your review or notes (typed in Word format, double-spaced, including the passages selected, your critical response, argument descriptions, and proposed questions, not more than two pages). Please make sure to label the review: ANTH 308.001.2014 and specify the week and date followed by your name.

Evaluation: Your presentation, which includes your performance as a discussion leader/participant in the group, will be assigned a grade in increments of a full letter grade (i.e., A, B, C, D, etc.). The evaluation will be based on both your written notes and your contribution to the presentation/team work, and effort made to engage your classmates in the discussion.

Final Research Paper (People/Country/Personality Reflection and Synthesis Project)

Students will write one coherent, well-structured anthropologically grounded essay on the social organization of a cultural group, political economy of a country, or the life of a prominent personality in Africa’s history and politics (for example, Nelson Mandela, Thabo Mbeki, Julius Nyerere, Jomo Kenyatta, Kwame Nkrumah, Robert Mugabe, Kenneth Kaunda). This paper will count as 30% of the final grade. Topics should be selected by the fourth week of class, i.e., immediately following the Mid-Term exam. A preliminary outline of the final term paper—two pages in length (typed, double-spaced)—must be submitted to me via email three weeks before the last day of class. You will need to write the paper based on a combination of the materials you will read for this class and the materials you will research in the library. The specific topic on which you will write the paper may be decided in consultation with me. The length of the paper should be 14-15 typed pages, double-spaced, one inch margins, EXCLUDING endnotes, appendices and references cited. As a reminder, the five secrets to good writing are write, rewrite, revise, revise, and revise. See for details Zinsser William Knowlton (2001) On Writing Well: An Informal Guide to Writing Nonfiction. New York, New York: Harper Perennial; Michael Murphy’s Writing Tools for Anthropology Students; Jim Bindon’s Rules for Writing a Research Paper.

Please use the AAA Style Guide for the references and the format of the paper. You can access the AAA Style Guide at: http://www.aaanet.org/pubs/style_guide.pdf
Policies
Please make a note of my office hours, and do not hesitate to discuss any concerns that you may have about class material, assignments or grading during my office hours. If you are unable to see me during scheduled office hours, you should schedule an appointment with me, well in advance, and preferably via email. All papers must be turned in on time. Please submit all your assignments to me directly on or before the deadline date. Only print copies of all your assignments are accepted. Assignments submitted as email attachments will NOT be accepted. In fairness to all students who have met the deadline, late papers will be marked down by half a letter grade for every day they are late, with exceptions made only for severe illness or emergency. If extraordinary circumstances prevail that make it impossible for you to meet a deadline, please contact me as soon as possible (prior to turning in late work for review). Deferrals and incompletes will be given only in accordance with UBC policy as set forth in the catalogue. Unless you are already familiar with UBC’s Office of Equity and its policies, I would urge you to do so. Furthermore, please revisit and update yourself with UBC’s policy on plagiarism.

Please note that according to the Faculty of Arts, Faculty Grading Guidelines “results in an average class of reasonable size will normally fall somewhere within the following broad limits:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Limit</th>
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<tbody>
<tr>
<td>“A”</td>
<td>5% to 25% of the class</td>
</tr>
<tr>
<td>“A” and “B” combined</td>
<td>not more than 75% of the class</td>
</tr>
<tr>
<td>“F”</td>
<td>not over 20% of the class</td>
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For further details, please see [http://www.arts.ubc.ca/Grading_Guidelines.81.0.html](http://www.arts.ubc.ca/Grading_Guidelines.81.0.html)
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General Schedule/Topics

1. Week 1 (May 12/14) Images of Africa—Representations of Africa
   Scramble for Africa, Colonialism and its Legacies

2. Week 2 (May 21) Independence Movements—Changing Perspectives

3. Week 3 (May 26/28) Religion in sub-Saharan Africa—Making of Ethnicity and
   Race in Africa:

4. Week 4 (June 02/04) Modernity, ‘Witchcraft’ Sorcery and Magic

5. Week 5 (June 09/11) Structural Adjustment, Neoliberalism, Politics of Hunger
   and Malnutrition

6. Week 6 (June 16/18) HIV/AIDS in sub-Saharan Africa
   South Africa in Post Apartheid Era
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Required Readings and Lecture Schedule

Week 1. Preliminaries, Images of Africa—Representations of Africa
Monday, May 12, 2014
Ferguson, James
Mbembe, Achille

2nd Half
Boskovic, Aleksander
Becker, Heike
Dunn, Kevin

FILM/VIDEO N!ai: The Story of a !Kung Woman

Wednesday, May 14, 2014
Comaroff, John and Jean Comaroff
Packard, Randall M.

2nd Half
FILM/VIDEO This Magnificent African Cake (Episode 6) Basil Davidson’s documentary

Africa – A Voyage of Discovery

Week 2. Independence Movements—Changing Perspectives
Cooper, Frederick

Wednesday, May 21, 2014
Iliffe, John
Kuper, Adam
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Week 3. Religion in sub-Saharan Africa—Islam, Christianity, Possession Cults
Monday, May 26, 2014
Blakely, Thomas, Walter van Beek and Dennis Thomson
1994 Religion in Africa: Experience and Expression. (Read selected pages from various chapters).

Turner, Victor

FILM/VIDEO Strange Beliefs: Sir Edward Evans-Pritchard

2nd Half

Boddy, Janice

Giles, Linda L.

Larsen, Kjersti

Larsen, Kjersti

The Making of Ethnicity and Race in Africa: Ethnic Conflicts
Wednesday, May 28, 2014
Hintjens, Helen M

Uvin, Peter

Straus, Scott

2nd Half

FILM/VIDEO: Hotel Rwanda and/or Sometimes in April
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Week 4. Modernity, ‘Witchcraft’ Sorcery and Magic
Monday, June 02, 2014
Auslander, Mark

Sanders, Todd

2nd Half

Sanders, Todd
2008 Witchcraft, Gender, and inversion (Chapter 7). In Beyond Bodies: Rainmaking and Sense making in Tanzania. Todd Sanders, Pp. 182-197. Toronto: University of Toronto Press

Ashford, Adam

Wednesday June 04, 2014
Rekdal, Ole Bjorn

Kamat, Vinay

2nd Half

Hsu, Elisabeth

Langwick, Stacey

Week 5. Structural Adjustment, Neoliberalism, Health and Development
Monday, June 09, 2014

Mid-Term Exam!

2nd Half
Manjate, Rosa Marlene, Rachel Chapman, and Julie Cliff
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Lockhart, Chris  
2008  The life and death of a street boy in East Africa: Everyday violence in the time of AIDS. Medical Anthropology Quarterly 22(1):94-115

**FILM/VIDEO: T-Shirt Travels**

Politics of Hunger and Malnutrition

*Wednesday, June 11, 2014*

Messer, Ellen and Parker Shipton  

Howard, Mary  

**FILM/VIDEO: The Price of AID**

2nd Half

Week 6. HIV/AIDS in sub-Saharan Africa

*Monday, June 16, 2014*

Wojcicki, Janet Maia  
2002  "She drank his money": Survival sex and the problem of violence in taverns in Gauteng Province, South Africa. Medical Anthropology Quarterly 16(3):267-293.

Watt Melissa et al.  
2012  “Because he has bought for her, he wants to sleep with her”: Alcohol as a currency for sexual exchange in South African drinking venues. Social Science and Medicine 74:1005-1012.

Wood Kate, Helen Lambert, Rachel Jewkes.  

**2nd Half**

Fassin, Didier  

Wood Kate, Helen Lambert, and Rachel Jewkes  
2008. Injuries are beyond love”: Physical violence in young South Africans’ sexual relationships. Medical Anthropology 27:43-69

**FILM/VIDEO: Yesterday**

South Africa in Post Apartheid Era

*Wednesday June 18, 2014*

Schepers-Hughes Nancy.
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FILM/VIDEO: Long Night’s Journey into Day

Ross, Fiona C.


Ross, Fiona C.


♩♩♩ Final Research Paper Due June 23rd ♩♩♩
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Recommended Readings

Week 1. Images of Africa—Representations of Africa

Ahlberg, Beth Maina

Dawson, Ashley

Diamond, Jared

Gordon Robert J.

Kaspin Deborah D.

Henderson, Clara

Mudimbe, Valentine Y.

Week 1. Scramble for Africa

Becker, Felicitas

Comaroff, John, and Jean Comaroff

Comaroff, John, and Jean Comaroff

Cooper, Frederick

Curtin, Philip D.
1976  Measuring the Atlantic slave trade once again: a comment by Philip D. Curtin.
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Fage, John D.

Glassman, Jonathon

Inikori, Joseph E.

Middleton, John.

Packard, Randall M.

Vaughan, Megan

Week 2. Independence Movements—Changing Perspectives

Apter, Andrew

Owusu, Maxwell

Stoger-Eising, Viktoria

Week 3. Religion in sub-Saharan Africa—Islam, Christianity (Possession Cults, Secret Societies)

Boddy, Janice

Pfeiffer, James

Turner, Victor Witter
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**Week 3. The Making of Ethnicity and Race in Africa: Ethnic Conflicts**—

Buckley-Zistel, Susanne

Eaton, David

Malkki, Liisa H.

Pottier, Johan

Reyntjens, Filip

Tylor, Christopher C.

Tylor, Christopher C.

Zorbas, Eugenia

**Week 4. Modernity, ‘Witchcraft’ Sorcery and Magic**

Ashforth, Adam

Bastian, Misty L.

Ciekawy, Diane, and Peter Geshiere

Comaroff, Jean and John L. Comaroff

Evans-Pritchard, E.E.

Evans-Pritchard, E.E.
1976 (1937) The notion of witchcraft explains unfortunate events. In Witchcraft,
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Geschiere, Peter

Green, Maia

Green, Maia, and Simeon Mesaki

Kohnert, Dirk

Middleton, John., and E.H. Winter

Miguel, Edward

Moore, Henrietta L., and Todd Sanders

Niehaus, Isak

Rutherford, Blair

Sanders, Todd

Sanders, Todd

Smith, James H.

Week 5. Structural Adjustment, Neoliberalism

Alubo, Ogoh S.
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Bassett, Mary T., Leon A. Bijlmakers, and David M. Sanders
2000 Experiencing structural adjustment in urban and rural households of Zimbabwe.

Bennell, Paul
1997 Privatization in sub-Saharan Africa: Progress and prospects during the 1990s.

Berg, Elliot
1996 Privatization in sub-Saharan Africa: Results, prospects and new approaches. In
   St. Martin’s Press, Inc.

Boafo-Arthur, Kwame

Cheru, Fantu
2002 Debt, adjustment and the politics of effective response to HIV/AIDS in Africa.
   Third World Quarterly 23(2):299-312.

Cohen, David William
2001 In a nation of white cars...one white car, or "a white car," becomes a truth. In
   African Words, African Voices: Critical Practices in Oral History. Luise White,
   Stephan Miescher, and David William Cohen, eds. Pp. 264-280. Bloomington,
   Indiana: Indiana University Press.

Moore, Sally Falk

Tripp, Aili Mari
1997 Changing the rules: the politics of liberalization and the urban informal economy

Week 5. Politics of Hunger and Malnutrition
Dettwyler, Katherine A.
   Waveland Press, Inc.

Howard, Mary, and Ann V. Millard

Kalipeni, Ezekiel, and Joseph Oppong
1998 The refugee crisis in Africa and implications for health and disease: a political
   ecology approach. Social Science and Medicine 46(12):1637-1653.

Week 6. HIV/AIDS in sub-Saharan Africa
Allen, Tim, and Suzette Heald
2004 HIV/AIDS policy in Africa: What has worked in Uganda and what has failed in

De Waal, Alex
Delius, Peter, and Liz Walker  

Denis Philippe  

Dilger, Hansjorg  

Dunkle, Kristin L, et al.  

Fassin, Didier  

Garner, Robert C.  

Gilbert, Leah, and Liz Walker  

Haram, Liv  
2005  "Eyes have no curtains": The moral economy of secrecy in managing love affairs among adolescents in Northern Tanzania in the time of AIDS. Africa Today 51(4):57-73.

Liddell, Christine, Louise Barrett, and Moya Bydawell  

Marks, Shula  

Ostergard, Robert L.  

Packard, Randall M, and Paul Epstein  

Parikh, Shanti A.  

Poku, Nana K.  
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Posel, Deborah

Putzel, James

Robins, Steven

Schneider, Helen

Whiteside, Alan

Whyte, Susan Reynolds

Whyte, Susan Reynolds


Ashforth, Adam

Carmody, Padraig

Comaroff, Jean

Comaroff, John, and Jean Comaroff

Comaroff, John, and Jean Comaroff

Gurney, Christabel

Meskell, Lynn, and Lindsay Weiss
Moffett, Helen  
2006  ‘These women, they force us to rape them’: Rape as narrative of social control in post-apartheid South Africa. Journal of Southern African Studies 32(1):129-144.  

Urdang, Stephanie  
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Possible Film/Videos for ANTH 308.001

Africa in the 21st Century
Asante Market Women
Asylum (Fleeing Genital Mutilation)
Children of War
Chocolat
Condoms, Fish and Circus Tricks (The AIDS Pandemic in Sub-Saharan Africa)
Faat Kine
From Congo to Zaire
Hotel Rwanda and/or Sometimes in April
In a Time of Violence
King Solomon's Mines
Long Night’s Journey into Day
Massai Women
Mississippi Masala
Monday’s Girls
!Nai: The Story of a !Kung Woman
Nigeria's Oil War
Out of Africa
Race against Time: The AIDS Crisis in Africa
Rwanda: History of a Genocide
Strange Beliefs: Sir Edward Evans-Pritchard
Tarzan the Ape-man
The Gods must be Crazy
The Life and Times of Sara Baartman
The Nuer
The Price of Aid
T-Shirt Travels
Valentina's Nightmare and Rwanda: The Weapon
War in Congo
Yesterday
Yesterday in Rwanda

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http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/