

**Anth 3100.006**  
**PEOPLES AND CULTURES OF AFRICA**  
MWF 2:00–2:50pm  
Spring 2006 Gateway 132

**INSTRUCTOR:** Dr. Doug Henry  
**OFFICE HOURS:** Tues 2:00 – 4:00, Friday 10:00 – 11:00; Chilton 330M, or by appointment 565-3836 email: dhenry@pacs.unt.edu

**Description**

This course is this course is designed to explore the diversity of African people and culture through a variety of sources—ethnographies, films, literature, and narratives. We will address both the reality of life in contemporary Africa as well as the way it has been portrayed by anthropologists, explorers, historians, and the media. While this is an anthropology course, the subject of the course is Africa, not the history of anthropology in Africa. This means that we'll look in detail at the continent's rich geography, environment, history, politics, religion, economics, and ethnicities, as well as the challenges that current events in Africa pose for the rest of the world.

**Objectives**

1. To develop an awareness of the diversity of the peoples and cultures of the African continent.
2. To develop in students an open-minded objectivity in realizing not just other ways of doing things, but other possibilities of ways to make sense of the human condition.
3. To develop scholarly critical thinking skills, and effective means of organizing and presenting them.

**Withdrawal:** If you are unable to complete this course you must withdraw by October 8 for a “W” (after this date you would have to receive either a “WP” or “WF.” Withdrawing from the course is a formal procedure which YOU must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F”.

**Notification Of Absence Due To Religious Holy Day(s):**

Students desiring to observe a religious holy day, which will result in a class absence, must notify their instructor in writing, for each class, no later than September 15<sup>th</sup>. The student is required to complete any assignments or take any examinations, within a reasonable time, which may have been missed as a result of the absence.

**COURSE REQUIREMENTS**

**Electronic reserve readings.** The bulk of readings for this course will be available on electronic reserve through the Willis Library, though there are also several websites that you will need to read through completely and thoroughly. To access the electronic reserve readings, go to: <http://iii.library.unt.edu/screens/course.html>. You will need your

UNT ID, a PIN number, and a class login code to access the articles. Your class login code to retrieve articles is 12345678. You can print the articles on any standard printer, either at home, in the library (where you need a copy card), or in a UNT computer lab (print for free).

### **Texts**

Bah, Mariama

1989 *So Long a Letter*. New Hampshire: Heinemann Educational Books.

Stoller, Paul

1999 *Jaguar: a Story of Africans in America*. Chicago: University of Chicago Press.

Dettwyler, Katherine

1994 *Dancing Skeletons: Life and Death in West Africa*. Prospect Heights, IL: Waveland Press.

**Class Projects:** Students will be expected to do a detailed study of a selected African group or area. The project will be completed in three phases. Phase 1 will be due after the first third of the course, Phase 2 after the second, and Phase 3 at the end. Late projects will be penalized. For each of these, use 12 point, Times New Roman font, with no more than 1.25" margins.

Phase I: Find your group. Locate them on a map; find the names of the largest cities in the area. Do a geographic survey, answering questions like: What is the terrain like? The weather? How does this condition their style of life? What religions are represented? Summarize the information in a 3 page paper turned in to me. Include bibliographic references at the end.

Phase II: Research the colonial and post-colonial history of your group. Summarize the information in a 4 page paper turned in to me. You should have at least 4 sources, at least 3 of which need to come from non-internet sources. Include in-text references, and bibliographic references at the end.

Phase III: Imagine you have personal experience living in the country where your group is primarily located, as well as familiarity living with American culture. Using primarily ethnographies, prepare a "dating and marriage" guide for someone from the U.S. who is interested in moving to the country where your group is located (so this will be as much about the variety of courtship and marriage practices in the *country* where your group is located as it will be about the group itself). Summarize the information in a 10 – 12 page "How To" guide or manual to be turned in. Your manual may include pictures, but 80% of it should be text. You should have at least 5 sources, at least 2 of which need to come from non-internet sources. Include in-text references, and bibliographic references at the end.

In addition to the class projects, there will one short in-class map quiz, two in-class tests, and a final exam. Tests and the final will consist of multiple choice and short answer type questions, and will come from both assigned readings and class lectures. If class participation is not adequate, I reserve the right to make an increased number of unscheduled quizzes part of the participation grade. Make-up quizzes or tests will not be given unless the student has arranged in advance to miss or can document a legitimate excuse.

**Attendance/Class Participation:** You are allowed 2 unexcused absences. Because discussion and participation are an important part of this class, any additional unexcused absences will count against your grade. For an absence to be excused, I ask only that you contact me before the class to be missed.

**Student Evaluation:**

Map Quiz	5% of grade
Project (Phases I and II combined)	15% of grade
2 Tests	20% of grade each
Project (Phase III)	20% of grade
Final	20% of grade

Your primary responsibility as a student is to master the material presented in class and in the readings. This is easily achieved, with steady work. Come to class and do the readings! At times concepts or issues raised might be unclear. Students come from a variety of backgrounds and have various experience, strengths, and weaknesses. If you have ANY questions or feel unsure about any class material, see me after class or during office hours as soon as you realize there may be a problem. DON'T wait until the end of the term. Please realize that my goal as an instructor is not just to grade, evaluate, and test, but to help you gain a valuable life perspective to carry outside the class, into whatever you do.

**Plagiarism and Cheating.** The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. Students suspected of any of these will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in your dismissal from the university. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

## COURSE SCHEDULE AND READING ASSIGNMENTS

<u>Date</u>	<u>Topic</u>	<u>Assignment</u> (to be read <u>before</u> class)
<b>Jan 18</b>	Introduction to Course	
<b>Jan 20</b>	“Ethiopia” and the Idea of Africa	G-S Introduction (e- reserve)
Jan 23	The Lenses through which we see Africa <i>Film: West Africa Pilot Guide</i>	<a href="http://www.artsci.wustl.edu/~anthro/courses/306/nigeria_counterpoint.html/">http://www.artsci.wustl.edu/~anthro/courses/306/nigeria_counterpoint.html/</a>  Stone and Stone (e- reserve)
Jan 25	Labor Day (no class)	
Jan 27	Geography, Climate, and People	Nowak, Rachel (e- reserve)
<b>Jan 30</b>	<b>MAP QUIZ</b> Fossil Finds, Human Origins	<a href="http://faculty.vassar.edu/piketay/evolution/SiteMap.html">http://faculty.vassar.edu/piketay/evolution/SiteMap.html</a>
<b>Feb 1</b>	Migrations and language	-----
<b>Feb 3</b>	Ancient Civilizations	Khpera, Saafu (e- reserve)
Feb 6	Film: “ <i>The Language You Cry In</i> ” (53 min)	<a href="http://news.bbc.co.uk/1/hi/world/africa/1523100.stm#text">http://news.bbc.co.uk/1/hi/world/africa/1523100.stm#text</a>  <a href="http://education.guardian.co.uk/print/0,3858,4714356-110864,00.html">http://education.guardian.co.uk/print/0,3858,4714356-110864,00.html</a>
Feb 8	Africans in the Americas – I (the Slave Trade) <b>Class project Phase I due</b>	
Feb 10	Colonialism	Lugard, Rodney (e- reserve)
<b>Feb 13</b>	Colonialism II	Ranger (e- reserve)
<b>Feb 15</b>	<b>Test 1</b>	
<b>Feb 17</b>	Social and Economic Organization Hunter-Gatherers	Wilke and Morelli, Parts I and II (e- reserve)
Feb 20	Film: <i>The Baka</i> (50 min)	

Feb 22	Social and Economic Organization Pastoralists <b>Class project Phase I due</b>	Shipton (e- reserve)
Feb 24	Film: <i>Masai Women (52 min)</i>	
<b>Feb 27</b>	Social Organization – Horticulture, Agriculture, Urbanization	Hart (e- reserve)
<b>Mar 1</b>	Marriage, Sex, and Gender	Bah
<b>Mar 3</b>	Discussion	Bah
Mar 6	<i>FILM: Monday's Girls (50 min)</i>	
Mar 8	Coming of Age and Social Transformations	-----
Mar 10	Religion, Philosophy, and Cosmology	Ubah (e- reserve)
March 13 – 17	Spring Break	
<b>Mar 20</b>	Film: <i>New gods</i>	Kopytoff (e- reserve)
<b>Mar 22</b>	Religion II	
<b>Mar 24</b>	Discussion, Witchcraft <b>Class Project Phase 2 due</b>	Evans-Pritchard (e- reserve)
Mar 27	Art and Aesthetics	Ottenberg (e- reserve)
Mar 29	<b>Test 2</b>	
Mar 31	Contemporary Issues – Politics	Masquelier (e- reserve) <a href="http://allafrica.com/stories/200101080391.html">http://allafrica.com/stories/ 200101080391.html</a>
<b>April 3</b>	Politics – <i>Tableau ferraille (50) min</i>	Baker, Bruce (e- reserve)
<b>April 5</b>	Politics – <i>Tableau ferraille (40) min</i>	The Economist (e- reserve)
<b>April 7</b>	Globalization and the Economy I	Harden, B. (e- reserve) <a href="http://www.ran.org/oilreport/africa.html">http://www.ran.org/ oilreport/africa.html</a>
April 10	Discussion	
April 12	Africans in the Americas – II	Stoller
April 14	CLASS CANCELLED (Easter weekend)	

<b>April 17</b>	Discussion	Stoller
<b>April 19</b>	Contemporary Issues – Poverty <i>Case study on Development from Ghana</i>	The World Bank (e- reserve)
<b>April 21</b>	Contemporary Issues – Distribution of Health Care <i>Guest speaker.</i>	
April 24	<b>Class Project Phase 3 due</b>	
April. 26	Contemporary Issues- Nutrition, AIDS, and Malaria	Dettwyler
April 28	Discussion	Dettwyler
<b>May 1</b>	Contemporary Issues – Conflict and Refugees	Weinstein (e- reserve)
<b>May 3</b>	Course wrap-up and review	
<b>May 5</b>	<b>STUDY DAY</b>	
<b>Final Exam</b>	<b>Monday May 8th, 1:30 - 3:30 p.m.</b>	

*Note: The instructor reserves the right to add, delete, or revise segments of this course or syllabus.*

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**Sources for map quiz help or practice**

<http://www.worldatlas.com/webimage/countrys/africa/africaa.htm>

<http://www.ilike2learn.com/ilike2learn/africa.html>