

### Course Outline

**COURSE:** ANTH 6                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2017                      **CURRICULUM APPROVAL DATE:** 02/27/2017

**SHORT TITLE:** CULTURE AND POLITICS OF AFRICA

**LONG TITLE:** Culture and Politics of Africa

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

**COURSE DESCRIPTION:**

Historical and contemporary cultural diversity of Africa emphasizing its social, political and economic structures and symbolic systems. Themes include: colonialism, politics, ethnic identity, religion, gender, race, social movements, environment and the arts. Examines development, globalization and human rights. Case studies of particular societies, chosen to reveal variety, are examined comparatively. **ADVISORY:** Eligible for English 1A.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

**STUDENT LEARNING OUTCOMES:**

1. Discuss the major theoretical approaches to the anthropology of Africa.

Measure of assessment: Quizzes, response papers, discussion forums, exams.

Year assessed, or planned year of assessment: 2013

Semester: Spring

This SLO addresses cultural diversity: true

2. Identify and analyze precolonial, colonial, and/or postcolonial cultures and politics of particular African regions.

Measure of assessment: Quizzes, response papers, discussion forums, exams, research paper.

Year assessed, or planned year of assessment: 2013

Semester: Spring

This SLO addresses cultural diversity: true

3. Explain how and why African cultures shape and are shaped by development strategies, globalization, and human rights movements.

Measure of assessment: Quizzes, response papers, discussion forums, exams, research papers.

Year assessed, or planned year of assessment: 2013

Semester: Spring

This SLO addresses cultural diversity: true

4. Explain how and why African cultures are embedded within systems of race, class, gender, and/or sexuality.

Measure of assessment: Quizzes, response papers, discussion forums, exams.

Year assessed, or planned year of assessment: 2013

Semester: Spring

This SLO addresses cultural diversity: true

5. Document and analyze an African culture through research and ethnographic writing.

Measure of assessment: Annotated bibliography, research paper, presentation.

Semester: Spring

Cultural Diversity:

Discuss the major theoretical approaches to the anthropology of Africa.

Identify and analyze precolonial, colonial, and/or postcolonial cultures and politics of particular African regions.

Explain how and why African cultures shape and are shaped by development strategies, globalization, and human rights movements.

Explain how and why African cultures are embedded within systems of race, class, gender, and/or sexuality.

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 02/27/2017

6 Hours

CONTENT: Africa and Anthropology: Key Questions and Issues

STUDENT PERFORMANCE OBJECTIVES: 1) Define and examine key questions and issues; 2) Define and examine concepts of ethnocentrism, cultural relativism, and cultural difference; 3) Define the five fields of anthropology; 4) Discuss and analyze notions of Africa; 5) Discuss and analyze African geography and environment.

ASSIGNMENTS: "How to Write About Africa" by Wainaina, "The Historical and Contemporary Representation of Africa in Global Media Flows" by Tsikata, Chapter 1 in Africa; videos: Different But Equal, The Bible and the Gun; map quiz; discussion posts.

6 Hours

CONTENT: Themes in African History and Social Relations

STUDENT PERFORMANCE OBJECTIVES: 1) Discuss and analyze themes in African history: migration, precolonial Africa, international commercial systems, European colonialism, independence, post-colonialism; Discuss and analyze regional examples of family, kinship, and community.

ASSIGNMENTS: Chapters 2-3 in Africa; videos: This Magnificent African Cake, Chimamanda Adichie: The Danger of a Single Story; discussion posts.

6 Hours

CONTENT: Initiation, Identity, and Symbolism

STUDENT PERFORMANCE OBJECTIVES: 1) Discuss and analyze the history and anthropology of initiation; 2) Define and analyze key terms, debates, and perspectives in contemporary initiation studies; 3) Discuss and analyze a classic ethnography about initiation in Zambia.

ASSIGNMENTS: Chisungu: A Girl's Initiation Ceremony among the Bemba of Zambia, "The Hidden Lion: Tswapong girls' Puberty Rituals and the Problem of History"; video: Monday's Girls; response paper; discussion posts; midterm.

4 Hours

CONTENT: Colonialism, Women, and Resistance

STUDENT PERFORMANCE OBJECTIVES: 1) Discuss and analyze colonialism in West Africa and Nigeria; 2) Discuss and analyze the Igbo women's war; 3) Discuss and analyze the rise of nationalism and independence movements.

ASSIGNMENTS: I Saw the Sky Catch Fire; video: The Rise of Nationalism; response paper; discussion posts.

3 Hours

CONTENT: Literature in Africa

STUDENT PERFORMANCE OBJECTIVES: 1) Discuss and analyze literary themes and trends in African literature; 2) Discuss colonialism and self-representation; 3) Examine critiques of post-independence power, wealth, and capital; 4) Discuss and analyze contestations of representations of Africa.

ASSIGNMENTS: Chapter 10 in Africa; video: Riz Khan's One on One with Wole Soyinka; discussion posts.

3 Hours

CONTENT: Religions in Africa

STUDENT PERFORMANCE OBJECTIVES: 1) Identify and discuss key definitions and perspectives in the study of religion in Africa; 2) Identify and discuss religions with African roots; 3) Discuss European colonial intervention and consolidation; 4) Discuss Christianity, Islam, and syncretic religions in African regions.

ASSIGNMENTS: Chapter 5 in Africa; video: Strange Beliefs: Sir Edward Evans-Pritchard; discussion posts.

6 Hours

CONTENT: African Music Flows

STUDENT PERFORMANCE OBJECTIVES: 1) Identify and discuss key definitions and perspectives in the study of the arts in Africa; 2) Discuss and analyze African music within global networks and cultures; 3) Identify and discuss musical instruments and aesthetic practice; 4) Identify and analyze flows of musical ideas and sounds; 5) Discuss musical exchange between Africa, the Americas, and the Arab world.

ASSIGNMENTS: Read: Chapter 9 in Africa, "Fuji" by Klein; video: Fela Kuti: Music is the Weapon; response paper; discussion posts; annotated bibliography.

6 Hours

CONTENT: African Politics and the Future of Democracy

STUDENT PERFORMANCE OBJECTIVES: 1) Discuss democracy's origin in Africa; 2) Discuss the post-cold war era of electoral democracy; 3) Identify and discuss the institutionalization of political parties; 4) Discuss and analyze democracy beyond elections; 5) Discuss and analyze the politics of representation; 6) Discuss transnational politics and the future of democracy.

ASSIGNMENTS: Chapter 12 in Africa; video: Our Friends at the Bank; discussion posts.

6 Hours

CONTENT: Development and Human Rights in Africa

STUDENT PERFORMANCE OBJECTIVES: 1) Identify and define key terms in development studies; 2) Define and discuss structural adjustment; 3) Discuss trade and investment; 4) Discuss and analyze development and democracy; 5) Identify and define frameworks for human rights in Africa; 6) Discuss human rights in precolonial and colonial Africa; 7) Discuss nation building in post-independence Africa; 8) Define and discuss the African Charter on Human and Peoples' Rights; 9) Discuss women's and children's rights; 10) Examine HIV/AIDS in Africa; 11) Discuss challenges to and opportunities for the advancement of human rights.

ASSIGNMENTS: Chapters 13 and 14 in Africa; research paper draft; discussion posts.

6 Hours

CONTENT: Final Research Paper and Presentation

**STUDENT PERFORMANCE OBJECTIVES:** 1) Present semester-long research project; 2) Explain how data supports an original argument about a particular issue or culture in Africa; 3) Analyze a research question about a particular issue or culture in Africa from an anthropological perspective.

**ASSIGNMENTS:** Final research paper and presentation.

2 Hours

**CONTENT:** Final exam

**STUDENT PERFORMANCE OBJECTIVES:** Final essay exam.

### **METHODS OF INSTRUCTION:**

Lectures, discussion, group work, films, critical reading and writing, reading responses, exams, semester-long research project, oral presentation.

### **METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 75.00 %

Percent range of total grade: 75 % to 80 % Written Homework Reading Reports Essay Exams Term or Other Papers

Skill demonstrations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 15 % Field Work Performance Exams

Objective examinations

Percent of total grade: 5.00 %

Percent range of total grade: 5 % to 10 % Multiple Choice Completion Other: Map identification

### **OUT OF CLASS ASSIGNMENTS:**

Research Paper

This paper is your chance to investigate a particular African nation, culture, and set of issues that are exciting and interesting to you. Throughout the semester, you will become the resident expert on your topic! You will start this project by using our text, *Africa*, to do some preliminary research on a few topics that interest you. Once you choose a topic and your key sources, you will come up with a research question to help focus your reading and writing. Throughout the semester, you will write an annotated bibliography, research paper outline, and finally, your research paper.

Sample Research Questions

1. What historical conditions gave rise to a particular social issue that is important in a particular African nation today?

Some specific examples: What historical conditions gave rise to the struggles in Egypt that are part of the so-called "Arab Spring"?; What historical conditions gave rise to the popularity of hip-hop music in Ghana?

2. How and why is a particular African nation or culture dealing with a particular development issue?

Some specific examples: How and why is South Africa dealing with the ongoing AIDS crisis?; How and why is Nigeria dealing with the local political and economic disputes around oil?

3. How and why is a particular African nation or culture collaborating with another nation or organization to solve a social issue?

Some specific examples: How are South Sudan and China collaborating in order to boost the economies of both nations?; How is Libya collaborating with human rights organizations in order to minimize human rights violations since the fall of Gaddafi?

4. How and why does a particular African nation or culture practice a particular art form?

Some specific examples: How and why do Nigerians perform organ and choir music in their churches?; How and why do Ghanaian modern artists express themselves through various modern art media?

5. How and why is a particular African nation or culture dealing with gender inequality?

### **REPRESENTATIVE TEXTBOOKS:**

#### Required Representative Textbooks

Audrey Richards. Chisungu: A Girl's Initiation Ceremony among the Bemba of Zambia. New York: Routledge, 1982.

ISBN: 041503695X

Reading Level of Text, Grade: 12 Verified by: Debbie Klein using Microsoft Word software

Maria Grosz-Ngaté, John Hanson, and Patrick O'Meara. Africa, 4th edition. Bloomington: Indiana University Press., 2014.

ISBN: 978-0-253-01292-0

Reading Level of Text, Grade: 12 Verified by: Debbie Klein using Microsoft Word software.

T. Obinkaram Echewa. I Saw the Sky Catch Fire. New York: Plume, Penguin Group, 1993.

ISBN: 0452269490

Reading Level of Text, Grade: 12 Verified by: Debbie Klein using Microsoft Word software

#### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV D2, effective 201570

GAV F, effective 201570

CSU GE:

CSU D, effective 201570

CSU D7, effective 201070

IGETC:

IGETC 4G, effective 201570

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Transferable UC, effective 201570

#### **SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ANTH

CSU Crosswalk Course Number: 6

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000515512

Sports/Physical Education Course: N

