

Anthropology of Africa

ANTH 3708.10

Spring 2020

Professor Scott Ross

PhD Candidate, GWU Anthropology

Office Location: [REDACTED]

Office Hours: [REDACTED]

E-mail: [REDACTED]

Class Location: [REDACTED]

Class Time: [REDACTED]



Victor Omar Diop, "A Moroccan Man (1913)." 2014.

Course Description: This course surveys the broad anthropological literature on the cultures, politics, and history of African peoples and societies. Africa as a place—and as a concept—has held a particular place both in the Western imagination and in anthropological theory's history. We will tackle a brief history of (anthropology in) Africa before turning to major themes and problems in Africanist anthropology and popular discourse around Africa, closing out the course with several weeks centered on specific themes.

In terms of specific areas of focus, the course goes in-depth on a few topics such as development, conflict, gender, and witchcraft, while other topics (urban life, youth, marriage, environment) are only briefly glossed, and some (religion, media) are barely mentioned. This is the nature of survey courses, but students should feel encouraged to explore their interests in their assignments.

The course is reading-intensive and involves a number of assignments throughout the semester. There are five books required, two available electronically through the library for free. There is no midterm or final exam, but there is a large final assignment and occasional geographical quizzes. The grading procedures are developed largely through self-assessment and dialog – all of this will be discussed in class.

Learning Outcomes: Over the course of this semester, we will learn from one another and work towards:

- Describing Africa’s role in the history of anthropological theory, including but not limited to theorizations of cultural structure, political institutions, modernity, the state, and globalization;
- Identifying core problems with how Africa is represented in mainstream discourse and critiquing instances when these problems are replicated;
- Dispelling misunderstandings (or complicating simplistic messaging) of Africa in regards to poverty, development, and conflict;
- Identifying countries on the African continent and their histories of colonization;
- Understanding the afterlives of colonization and how it has affected African postcolonial states, politics, and economies;
- Surveying contemporary news in Africa and paying attention to different ways that news stories are or aren’t reported;
- Closely analyzing academic texts and their arguments, with the ability to take theories and examples from one context and apply it to another to generate new insights;
- Understanding how concepts that seem universal may translate differently in different contexts through specific analyses of examples in African societies;
- Understanding the anthropological approach to the study of Africa, including central theories and arguments, methods, and tendencies;
- Explaining the methodological approaches of anthropologists, including the efficacy, ethics, and contexts of each author’s approach to research;
- Producing a unique research project that answers a key question about African culture, politics, history, or society broadly defined.

Course Grade/Assignment Breakdown:

Participation.....	15%
Reading Responses (~weekly, Wednesdays, 3 free weeks).....	10%
Map Quiz (3x, two in class, one take home).....	5%
News Analysis paper (due 3/10).....	15%
Talk Critique (due 4/16).....	15%
Project Proposal and Meeting (proposal due 2/27).....	10%
Final Research Project (due 5/7)	30%

Participation (15%): A class is a gathering of people; it only works if you’re there. I don’t take attendance, but repeated absences may impact your grade. However, good attendance does not an A+ make. You don’t need to just attend class, you need to *show up*. I expect engaged participation, which involves speaking, but also listening; it requires coming to class on time, familiar with the readings, ready to engage with the texts and each other’s ideas. It means being respectful as we work together to make sense of the material.

Reading Responses (10%): Except the first class and spring break, you will post a response by Wednesday night (11:59pm), addressing readings from that week. Responses should take one of two forms (indicated in the title of your post): *Close reading* will choose a specific segment of a reading—a scene, an argument, or even a paragraph—for close analysis; *Cross talk* will choose multiple readings and put them in dialogue with one another. Posts will be graded either one, half, or no points, adding up to ten—this means of the 12 weeks of reading responses, you can miss three without penalty.

Map Quiz (5%): Over the course of the semester, you will take basic quizzes to properly identify the countries on the African continent and/or indicate their colonial histories. You will be graded on improvement rather than strict accuracy; don't stress – but do study!

News Analysis Paper (15%): News about Africa often traffics in stereotypes or relies on sources that can skew its coverage. For this assignment, you'll compare news coverage about a specific incident or topic, writing a short (2-3 page) paper citing news sources from African and non-African press. See the assignment sheet on Blackboard for more information. Due online March 10. Process letter due after.

Talk Critique (15%): For this assignment, you will attend an event in Washington, DC (on campus or off) in which practitioners speak about an issue regarding African politics, history, culture, development, or current events. After attending the event, you will write a 2-3 page short essay reflecting on the event, utilizing knowledge (i.e. citing sources) from class. It will be assigned in week one, and you can submit it anytime up to April 16. For more information, check Blackboard. Process letter due at the same time.

Final Research Project (40%): For your final research project, you will produce a research-based item on a topic of your choosing (in dialogue with me) that addresses some aspect of African society, culture, or politics. This can be:

- A research paper (10-12 pages, 1.5 spaced) in the style of an academic article or policy memo
- A podcast (20-30 minutes) or short film (10-15 minutes)
- Curriculum (a lesson plan or activity)
- Photo essay/archive exhibit (10-15 artifacts and descriptions, plus statement)

You will have to submit a proposal (5%) on 2/27 that includes: a short summary of the proposed project, an outline of content you will cover, and a description of what you think a completed project should look like to earn a A grade. We will meet individually (5%) to go over the proposal to ensure that it will be suitable for you, and the final project (30%) will be due 5/7.

Grading: All grading done in this class will be part of a dialogue. We will communicate with each other about your experience doing the assignment, my thoughts on the completed work, and we will assess work with an eye towards how to improve in the future. For participation and response grades, I will communicate periodically to let you know how you're doing and why. For the two papers, I will ask you to submit a process letter reflecting on the assignment and how you think you did, and consider this while grading. For the finale project, we will discuss the goals of the project together on an individual basis.

Required Texts: This course relies predominantly on peer-reviewed journal articles and book excerpts, which students will be asked to find online through the university library. This is a practice in research skills and supports library and publishing infrastructure. To do this, go to <http://library.gwu.edu/> and search for the reading based on title and author name, then go through the steps necessary to download the article or access the electronic version of the book. This will also be demonstrated in class. Hard-to-find articles and book excerpts not available online will be posted as .pdf files on Blackboard. In addition to these, we will be



Martina Bacigalupo, "Gulu Real Art Studio." 2013.

reading five books in their entirety. They will be placed on reserve at Gelman Library (meaning you can check them out at the front desk for a short amount of time) and are available for purchase online. These are:

Lombard, Louisa. 2016. *State of Rebellion: Violence and Intervention in Central African Republic*. London: Zed Books. **(Needed by Feb. 25)**

West, Harry G. 2005. *Kupilikula: Governance and the Invisible Realm in Mozambique*, 1-80. Chicago: University of Chicago Press. **(Needed by Mar. 24)**

Amadiume, Ifi. 1987. *Male Daughters and Female Husbands: Gender and Sex in an African Society*. London: Zed Books. **(Needed by Apr. 7, available online through Gelman)**

Livingston, Julie. 2019. *Self-Devouring Growth: A Planetary Parable as Told from Southern Africa*. Durham: Duke University Press. **(Needed by Apr. 14)**

Besteman, Catherine. 2016. *Making Refuge: Somali Bantu Refugees and Lewiston, Maine*. Durham: Duke University Press. **(Needed by Apr. 21, available online through Gelman)**

Class Policies: This classroom is a community, as is the university we are all part of. As such, there are some agreements, ground rules, and resources that we should all be aware of and agree upon. This will also be covered in the first week of class. It is my goal that we can all put these into practice and create a learning environment that works for everyone.

Contacting the professor: I will hold office hours each Thursday (12-2pm), throughout the semester. These time slots are reserved for you—use them. Question about an assignment? Come to office hours. Trouble with a reading? Come to office hours. Want to talk about something else? Sure, office hours! If these times don't work for you, just ask. I'm on campus often. E-mail is an easy way to reach me. I should reply within 24 hours, I ask the same of you. If you don't hear back in a day, I won't be mad if you follow up. You can address me as Professor Ross or simply Scott – not Dr. Ross (I'm not a doctor yet). I use he/him pronouns.

Late Assignments: Look ahead at when assignments are due, put them in your calendar. Each student is allowed one 24-hour extension, no questions asked. Just let me know you are using it when you submit the assignment, and it will be graded without penalty. If extreme circumstances arise, let me know as soon as possible (at the very least, before the due date) to discuss plans. In all other cases, if I don't receive the assignment on time, you will lose 10% of your grade per 12 hours of delay.



Samuel Fosso, "Le rêve de mon Grand Père." 2003

Attendance: I don't take attendance, but do expect you to come to class (see participation grade, above). If you are running late or will miss class, I would appreciate a courtesy e-mail informing me. It helps to know what's going on with folks. However, you are responsible for catching up on notes or information from class.

Social Media: Our classroom should be a space for sharing and exploring ideas together. While I might discuss general class content on social media, I won't disclose anyone's name, words, or work without express consent. I ask that you do the same to your peers and myself.

Helpful Things: This course is intended for all students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition or circumstance that may affect one's equal access to education, as well as students with long interests in Africa and those who know nothing at all about the continent. If, at any point in the term, you

find yourself not able to fully access the space, content, and experience of this course, you are welcome (but not required) to contact me to discuss your specific needs. If there are ways in which the structure of the course and general classroom interactions could be adapted to facilitate your full participation, please do not hesitate to reach out to me. The following resources may be helpful at various stages of the semester:

Africa-related news: A few useful websites to follow include [allAfrica](#), for Africa-based news; [Africa is a Country](#), for commentary and analysis; [Ufahamu Africa](#) and [Africa Past and Present](#) for podcasts about Africa; and [This Week in Africa](#), a mailing list of news. There are lots of other places, but this is a start.

Accommodations: Any student who may need an accommodation based on the potential impact of a disability should contact the [Disability Support Services](#) (DSS) office at 202-994-8250 in Rome Hall 102, to establish eligibility and to coordinate reasonable accommodations. Please assert requests for accommodations often and early. It is never too late to request accommodations – things change and needs arise. If you choose to speak with me about your needs, I will not ask you to disclose any information you do not want to share.

Counseling and Mental Health Services: The Colonial Health Center's [Counseling and Psychological Services](#) division provides free, confidential consultations and 24/7 emergency assistance and referral to address students' personal, social, career, and study skills problems, including group sessions and resources.

GW LISTENS: A mental health support line for students to anonymously chat with trained peers (more info [here](#)). Call/text 202-902-8255 or chat online at go.gwu.edu/gwlistens 9pm-1am, Sunday-Wednesday. If you call outside these hours, you'll be forwarded to the Counseling and Psychological Services 24/7 support line.

Writing Center: The [University Writing Center](#) offers dedicated attention to writing and research projects at all stages of the writing process. Note that they will not simply proofread your work, but will work with you to strengthen writing and editing skills of your work.

Basic Needs: Any student who faces challenges securing food or housing and believes this may affect their performance in the course is urged to register with the campus food pantry, [The Store](#), and contact the Dean of Students for support. If you feel comfortable, feel free to notify me and I will try to provide resources or advocate on your behalf.

Academic Integrity & Plagiarism:

The university's [code of academic integrity](#) defines academic dishonesty as “cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Much of this class involves doing reading and research. When writing or producing your own work, be sure to cite your sources, provide your own analysis, and do not copy the work of others and pass it off as your own.



Santu Mofokeng. “Winter in Tambisa.” 1991.

Class Schedule and Readings: Please note: Many readings will need to be found using the university's library system. Other material will be available as pdfs on Blackboard. All books will be available on reserve at Gelman Library and are available for purchase or download online.

I. Orientations

Week 1: Imagining Africa

Tuesday, January 14.

Readings:

Wainaina, Binyavanga. 2005. "How to Write about Africa." *Granta* 95. <https://granta.com/how-to-write-about-africa/>.

Mbembe, Achille. 2001. "Introduction: Time on the Move." In *On the Postcolony*, 1-23. Berkeley: University of California Press. **(23 pages)**

Thursday, January 16.

Readings:

Mudimbe, V.Y. 1988. "Discourse of Power and Knowledge of Otherness." In *The Invention of Africa: Gnosis, Philosophy, and the Order of Knowledge*, 1-24. Bloomington, IN: University of Indiana Press. **(24 pages)**

Hountondji, Paulin J. 1983. "African Philosophy, myth and reality." In *African Philosophy: Myth and Reality*, 55-70. Translated by Henri Evans with Jonathan Rée. Bloomington: Indiana University Press. **(15 pages)**

Ferguson, James. 2006. *Global Shadows: Africa in the Neoliberal World Order*. Durham: Duke University Press, 1-49. **(49 pages)**

Week 2. Early 20th Century Africa: Colonialism and Anthropology

Tuesday, January 21.

Readings:

Hochschild, Adam. 1998. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. New York: Houghton Mifflin Company, 61-74, 101-139, 150-166. **(50 pages)**

Mamdani, Mahmood. 1996. "Decentralized Despotism" and "Indirect Rule: The Politics of Decentralized Despotism." In *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton: Princeton University Press, 37-108. **(72 pages)**

Maq quiz #1

Thursday, January 23.

Readings:

Blyden, Edward Wilmot. 1908. *African Life and Customs*. Baltimore: Black Classic Press, 7-29. **(23 pages)**

Radcliffe-Brown, A. R. 1952. "On the Concept of Function in Social Science." In *Structure and Function in Primitive Society*, 178-187. Glencoe, IL: The Free Press. **(10 pages)**

Radcliffe-Brown, A.R. 1952. "On Joking Relationships." In *Structure and Function in Primitive Society*, 90-104. Glencoe, IL: The Free Press. **(15 pages)**

Evans-Pritchard, E.E. 1976 [1937]. "The Notion of Witchcraft Explains Unfortunate Events." In *Witchcraft, Oracles, and Magic among the Azande*, 18-32. Oxford: Oxford University Press. **(15 pages)**

Turner, Victor. 1967. "Betwixt and Between: The Liminal Period in *Rites de Passage*." In *The Forest of Symbols: Aspects of Ndembu Ritual*, 93-111. Ithaca: Cornell University Press **(19 pages)**

Gluckman, Max. 1940. "Analysis of a Social Situation in Modern Zululand," *Bantu Studies* 14 (1), 1-30. **(30 pages)**

Week 3. Revisiting Anthropology, Reverberating Colonization

Tuesday, January 28.

Readings:

- Hutchinson, Sharon. 1996. *Nuer Dilemmas: Coping with Money, War, and the State*, 21-102. Berkeley: University of California Press. **(82 pages)**
- Piot, Charles. 1999. *Remotely Global: Village Modernity in West Africa*, 1-26, 52-104 Chicago: University of Chicago Press. **(79 pages)**

Thursday, January 30.

Readings:

- Rodney, Walter. 1982 (1972). *How Europe Underdeveloped Africa*. Revised Edition. Washington: Howard University Press, 205-238. **(34 pages)**
- Van Allen, Judith. 1982. "Sitting on a Man": Colonialism and the Lost Political Institutions of Igbo Women." *Canadian Journal of African Studies*, 6 (2): 165-181. **(17 pages)**
- Hardin, Rebecca. 2011. "Concessionary Politics: Property, Patronage, and Political Rivalry in Central African Forest Management." *Current Anthropology* 52 (S3): S113-S125. **(13 pages)**
- Moshood, Hamza. 2019. "Colonialism walks into a chop bar." *Popula*. September 27.
<https://popula.com/2019/09/27/colonialism-walks-into-a-chop-bar/>.
- Al Jazeera. 2019. "How does colonialism shape the world we live in?" *The Stream*. December 9.
<https://www.youtube.com/watch?v=pOdLzM4lz-Y>. **(25:18)**

Week 4. Statelessness and the State

Tuesday, February 4.

Readings:

- Fortes, Meyer and Evans-Pritchard, E.E., eds. *African Political Systems*. London: Oxford University Press, 1-24, 239-271-296. **(82 pages)**
- Scheele, Judith. 2014. "The Values of 'Anarchy': Moral Autonomy among Tubu-speakers in Northern Chad." *Journal of the Royal Anthropological Institute*, 21: 32-48 **(18 pages)**
- Graeber, David. 2007. "The Provisional Autonomous Zone: Or, The Ghost-State in Madagascar." In *Possibilities: Essays on Hierarchy, Rebellion, and Desire*, 157-180. Oakland, CA: AK Press. **(24 pages)**

Thursday, February 6.

Readings:

- Táíwò, Olúfẹ̀mí. 2017. "Philosophy and the State in Postcolonial Africa." In *State and Culture in Postcolonial Africa: Enchantings*, ed. Tejumola Olaniyan, 55-76. Bloomington: Indiana University Press. **(22 pages)**
- Bayart, Jean-François. 2000. "Africa in the World: A History of Extraversion." *African Affairs* 99: 217-267. **(49 pages)**
- Trefon, Theodore. 2009. "Public Service Provision in a Failed State: Looking Beyond Predation in the Democratic Republic of Congo." *Review of African Political Economy* 36 (119): 9-21. **(13 pages)**
- Ferguson, James. 2006. *Global Shadows: Africa in the Neoliberal World Order*, 50-112. Durham: Duke University Press. **(63 pages)**

II. Problems and Interventions

Week 5. Development

Tuesday, February 11.

Readings:

- Ferguson, James. 1994. *The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho*, 3-29, 135-193, 251-288. Minneapolis: University of Minnesota Press. **(124 pages)**
- Uvin, Peter. 1999. "Development Aid and Structural Violence: The Case of Rwanda." *Development* 42 (3): 49-56. **(7 pages)**
- Bateman, Milford. 2019. "The Problem with Microcredit in Africa." *Africa is a Country*. September 10.
<https://africasacountry.com/2019/09/a-fatal-embrace>.

Map quiz #2, take home

Thursday, February 13.

Readings:

Stewart, Heather. 2007. "Review: The Bottom Billion by Paul Collier." *The Guardian*. June 9.

<https://www.theguardian.com/books/2007/jun/10/politics>.

McGovern, Mike. 2011. "Popular Development Economics – An Anthropologist among the Mandarins."

Perspectives on Politics 9 (2): 343-353. **(11 pages)**

Jerven, Morten. 2015. *Africa: Why Economists Get It Wrong*. London: Zed Books, 1-44. **(44 pages)**

Chelwa, Grieve and Seán Muller. 2019. "The Poverty of Poor Economics." *Africa is a Country*. October 17.

<https://africasacountry.com/2019/10/the-poverty-of-poor-economics>.

Scherz, China. 2014. *Having People, Having Heart: Charity, Sustainable Development, and Problems of Dependence in Central Uganda*. Chicago: University of Chicago Press, 1-41. **(41 pages)**

Week 6. Conflict

Tuesday, February 18.

Readings:

Kaplan, Robert D. 1994. "The Coming Anarchy." *The Atlantic*, February.

<https://www.theatlantic.com/magazine/archive/1994/02/the-coming-anarchy/304670/>. **[skim]**

Richards, Paul. 1996. *Fighting for the Rainforest: War, Youth, and Resources in Sierra Leone*, xiii-xxix, 1-60, 115-138.

(100 pages)

Hoffman, Danny. 2019. "Culture by Other Means: An Africanist Anthropology of Political Violence and

War." In Grinker et al. eds. *A Companion to the Anthropology of Africa*. London: Wiley & Sons, 173-197. **(25 pages)**

Thursday, February 20.

Readings:

Invisible Children. 2005. *Invisible Children: Rough Cut*. **(section TBA)**

Finnström, Sverker. 2006. *Living with Bad Surroundings: War, History, and Everyday Moments in Northern Uganda*,

63-97. Durham: Duke University Press. **(35 pages)**

Dubal, Sam. 2018. *Against Humanity: Lessons from the Lord's Resistance Army*, 83-114, 160-209. Berkeley:

University of California Press. **(82 pages)**

Week 7. Conflict and Intervention

Tuesday, February 25.

Readings:

Lombard, Louisa. 2016. *State of Rebellion: Violence and Intervention in Central African Republic*. London: Zed Books,

1-140. **(140 pages)**

Thursday, February 27.

Readings:

Lombard, Louisa. 2016. *State of Rebellion: Violence and Intervention in Central African Republic*. London: Zed Books,

141-254. **(114 pages)**

Due: Final Project Proposal, at beginning of class

III. Mobilities, Bodies, Exchanges, Places

Week 8. Migration and Diaspora

Tuesday, March 3.

Readings:

Hickel, Jason. 2014. "'Xenophobia' in South Africa: Order, Chaos, and the Moral Economy of Witchcraft."

Cultural Anthropology 29 (1): 103-127. **(25 pages)**

- Hundle, Anneeth Kaur. 2013. "Exceptions to the Expulsion: Violence, Security, and Community among Ugandan Asians, 1972-79." *Journal of Eastern African Studies* 7 (1): 164-182. **(19 pages)**
- Sheridan, Derek. 2018. "'If You Greet Them, They Ignore You': Chinese Migrants, (Refused) Greetings, and the Inter-personal Ethics of Global Inequality in Tanzania." *Anthropological Quarterly* 91 (1): 237-265. **(29 pages)**
- Lubkemann, Stephen. 2002. "Where To Be An Ancestor? Reconstituting Socio-Spiritual Worlds among Displaced Mozambicans." *Journal of Refugee Studies* 15 (2): 189-212. **(24 pages)**
- Lubkemann, Stephen C. 2019. "The Anthropology of Forced Migration in Africa." In Grinker et al. eds. *A Companion to the Anthropology of Africa*. London: Wiley & Sons, 199-227. **(29 pages)**

Thursday, March 5.

Readings:

- Horst, Cindy. 2008. "A Monopoly on Assistance: International Aid to Refugee Camps and the Neglected Role of the Somali Diaspora." *Africa Spectrum* 43 (1): 121-131. **(11 pages)**
- Lindley, Anna. 2009. "The Early Morning Phonecall: Remittances from a Refugee Diaspora Perspective." *Journal of Ethnic and Migration Studies* 35 (8): 1315-1334. **(20 pages)**
- Cole, Jennifer. 2014. "Producing Value among Malagasy Marriage Migrants in France." *Current Anthropology* 55, Supplement 9: S85-S94. **(10 pages)**
- Castillo, Roberto. 2014. "Feeling at Home in the 'Chocolate City': An Exploration of Place-Making Practices and Structures of Belonging amongst Africans in Guangzhou." *Inter-Asia Cultural Studies* 15 (2): 235-257 **(23 pages)**
- Bernal, Victoria. 2005. "Eritrea On-Line: Diaspora, Cyberspace, and the Public Sphere." *American Ethnologist* 32 (4): 660-675. **(16 pages)**

Week 9. Healing and Medicine

Tuesday, March 10.

Readings:

- Benton, Adia. 2015. *HIV Exceptionalism: Development through Disease in Sierra Leone*. Minneapolis: University of Minnesota Press, 61-113. **(112 pages)**
- Hoffman, Danny and Mary Moran, eds. 2014. "Ebola in Perspective." Hot Spots, *Fieldsights*, October 7. <https://culanth.org/fieldsights/series/ebola-in-perspective>. **(Read: McGovern, Batty, Richards and Mokuwa, Ferme, Bolten, Abramowitz, Benton, Nguyen)**

Thursday, March 12.

Readings:

- Hunter, Mark. 2007. "The Changing Political Economy of Sex in South Africa: The Significance of Unemployment and Inequalities to the Scale of the AIDS Pandemic." *Social Science and Medicine* 64: 689-700. **(12 pages)**
- Kojoué, Larissa. 2017. "LGBT Rights in a *Republic of Therapy*: HIV/AIDS Politics and the Redefinition of Citizenship in Cameroon." *Critical African Studies* 9 (1): 91-105. **(15 pages)**
- McKay, Ramah. 2012. "Afterlives: Humanitarian Histories and Critical Subjects in Mozambique." *Cultural Anthropology* 27 (2): 286-309. **(24 pages)**
- Hodžić, Saida. "The Ends of Cutting in Ghana: Blood Loss, Scarcity, and Slow Harm after NGOs." *American Ethnologist* 43 (4): 636-649. **(14 pages)**

Week 10: Spring Break – No class, no readings. Take a break or work on research—up to you!

Week 11. Witchcraft

Tuesday, March 24.

Readings:

Smith, James H. 2019. "Witchcraft in Africa." In *A Companion to the Anthropology of Africa*, Grinker et al. eds. New York: Wiley, 63-79. **(17 pages)**

White, Luise. 1993. "Cars Out of Place: Vampires, Technology, and Labor in East and Central Africa." *Representations* 43: 27-50. **(23 pages)**

West, Harry G. 2005. *Kupilikula: Governance and the Invisible Realm in Mozambique*, 1-80. Chicago: University of Chicago Press. **(80 pages)**

News Analysis Paper due by class

Thursday, March 26.

Readings:

West, Harry G. 2005. *Kupilikula: Governance and the Invisible Realm in Mozambique*, 81-190. Chicago: University of Chicago Press. **(110 pages)**

Week 12. Witchcraft and Governance / Social Navigation

Tuesday, March 31.

Readings:

West, Harry G. 2005. *Kupilikula: Governance and the Invisible Realm in Mozambique*, 191-274. Chicago: University of Chicago Press. **(93 pages)**

Ashforth, Adam. 2015. "Witchcraft, Justice, and Human Rights in Africa: Cases from Malawi." *African Studies Review* 58 (1): 5-38. **(33 pages)**

Thursday, April 2.

Readings:

Honwana, Alcinda. 2012. "Waithood." In *The Time of Youth: Work, Social Change, and Politics in Africa*, 19-37. **(19 pages)**

Vigh, Henrik. 2009. *Navigating Terrains of War: Youth and Soldiering in Guinea-Bissau*, 89-140. New York: Beghahn Books. **(51 pages)**

Utas, Mats. 2005. "Victimcy, Girlfriending, Soldiering: Tactic Agency in a Young Woman's Social Navigation of the Liberian War Zone." *Anthropological Quarterly* 78(2): 403-430. **(28 pages)**

Map quiz #3

Week 13. Gender and Sexuality

Tuesday, April 7.

Readings:

Amadiume, Ifi. 1987. *Male Daughters and Female Husbands: Gender and Sex in an African Society*. London: Zed Books. **(200 pages)**

Thursday, April 9.

Readings:

Oyèwùmí, Oyèrónké. 1997. *The Invention of Women: Making an African Sense of Western Gender Discourses*. Minneapolis: University of Minnesota Press, ix-xvii, 31-79. **(49 pages)**

Tallie, T.J. 2013. "Queering Natal: Settler Logics and the Disruptive Challenge of Zulu Polygamy." *GLQ: A Journal of Lesbian and Gay Studies* 19 (2): 167-189. **(23 pages)**

Thomann, Matthew and Robbie Corey-Boulet. 2017. "Violence, Exclusion and Resilience among Ivorian Travestis." *Critical African Studies* 9 (1): 106-123. **(18 pages)**

Chitando, Ezra and Pauline Mateveke. 2017. "Africanizing the Discourse on Homosexuality: Challenges and Prospects." *Critical African Studies* 9 (1): 124-140. **(17 pages)**

Tamale, Sylvia. 2014. "Homosexuality is not un-African." *Al Jazeera America*. April 26.

<http://america.aljazeera.com/opinions/2014/4/homosexuality-africamuseveniugandanigeriaaethiopia.html>

Williams, Roger Ross. 2013. "Gospel of Intolerance." *New York Times*. January 22.

<https://www.nytimes.com/2013/01/23/opinion/gospel-of-intolerance.html>. **(8:06)**

Week 14. Economies and Cities

Tuesday, April 14.

Readings:

Comaroff, Jean and John L. Comaroff. 1999. "Occult Economies and the Violence of Abstraction: Notes from the South African Postcolony." *American Ethnologist* 26 (2): 279-303. **(25 pages)**

Livingston, Julie. 2019. *Self-Devouring Growth: A Planetary Parable as Told from Southern Africa*. Durham: Duke University Press. **(128 pages)**

Smith, Daniel Jordan. 2007. *A Culture of Corruption: Everyday Deception and Popular Discontent in Nigeria*, 28-52. Princeton: Princeton University Press. **(25 pages)**

Thursday, April 16.

Readings:

Newall, Sasha. 2012. *The Modernity Bluff: Crime, Consumption, and Citizenship in Côte d'Ivoire*. Chicago: University of Chicago Press, 63-142. **(80 pages)**

Degani, Michael. 2017. "Modal Reasoning in Dar es Salaam's Power Network." *American Ethnologist* 44 (2): 300-314 **(15 pages)**

Hoffman, Danny. 2007. "The City as Barracks: Freetown, Monrovia, and the Organization of Violence in Postcolonial African Cities." *Cultural Anthropology* 22(3): 400-428. **(29 pages)**

Talk Critique final due date in class

Week 15. Refugees, Resettled

Tuesday, April 21.

Readings:

Besteman, Catherine. 2016. *Making Refuge: Somali Bantu Refugees and Lewiston, Maine*. Durham: Duke University Press, 1-138 **(138 pages)**

Thursday, April 23.

Readings:

Besteman Catherine. 2016. *Making Refuge: Somali Bantu Refugees and Lewiston, Maine*. Durham: Duke University Press, 139-290. **(152 pages)**

No in-class final exam. Final research project due by **May 7**. Get in touch if you want to discuss it further! I will be on campus and available to meet between the last class and the final due date.

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