

University of North Carolina, Chapel Hill  
College of Arts and Sciences  
Department of African, African American, and Diaspora Studies

Fall 2016

**Course:** AAAD101\_005: Introduction to Africa

**Credit:** 3 hours

**Class Schedule:** Mon, Wed & Fri 3:35PM-4:25PM

**Bldg:** Global Center, Room 1005

**Instructor:** Dr. Esther Mukewa Lisanza

**Office Hours:** Mon, Wed & Fri 10:00AM-11:00AM, and by Appointment

**Office:** 305 Battle Hall

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### **Course Description**

This course introduces students to the continent of Africa. It surveys historical and contemporary political, economic, and social processes in the continent. Students will explore how the African continent has changed over the years due to major processes from within and without. Readings in this course are drawn from a number of fields, for example, geography, history, anthropology, literature, economics, language, and education.

### **Student Learning Outcomes**

By the end of the semester students will be able to:

- Respond critically to stereotypes and misconceptions about Africa.
- Identify African countries.
- Demonstrate critical understanding of historical and contemporary dynamics that have influenced Africa.
- Discuss the role of women in political and economic development in Africa.
- Demonstrate an understanding of African literature by reading and analyzing language and themes in *God's Bits of Wood*.
- Discuss the politics of language in Africa.
- Demonstrate an understanding of debates pertaining to education in Africa.
- Discuss gender and globalization in Africa.

**Course Requirements:**

Map Quiz (Sept. 9)	10%
Exam I (Sept. 28)	20%
Attendance and Participation	10%
Exam II (Oct. 24)	20%
Research Paper (Due in class Nov. 14)	15%
Final Exam (Dec 10, 4:00PM)	25%

**Exams I and II:** These are tests designed to evaluate your knowledge of the materials covered in class. Please note that UNC's official Blue Books and scantrons are required for all exams.

**Map Quiz:** This is a short evaluation of your ability to identify the nations of the African continent. You will be given a blank map and asked to identify where various African countries are located.

**Final Exam:** The final exam will be comprehensive and cover the entire course materials.

**Research Paper:** You will be required to write a 10-page research paper. Guidelines for the paper will be posted on Sakai in the beginning of September. **A paragraph about your research is due on Oct. 28. Research papers are due at the beginning of class on Nov. 14. Please note that late papers will not be accepted.**

**Readings:** You have to complete the required readings for each day before coming to class. Engagement with the readings is vital to your success in this course.

**GRADING SCALE**

A	93-100	C	76-73
A-	90-92	C-	72- 70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	F	0- 59

## **Important Policies**

### **1. UNC-Chapel Hill's Policies on Academic Integrity and Honor Code**

UNC-Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibilities under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected.

**PLEDGE:** The instrument of Student Judicial Governance requires that you sign a pledge on all your work for this class. ("On my honor, I have neither given nor received unauthorized aid on this assignment.").

Additional information about the UNC-Chapel Hill Honor Code can be found at <https://studentconduct.unc.edu>

**2. Attendance and Participation:** Attendance and participation grade will be based on your attendance and on the quality of your contribution to the group discussions. Certainly, if you are absent it is not possible to contribute to the group discussions. Additionally, from time to time you will be required to demonstrate knowledge of course content in short in-class writings. Also, unexcused lateness or early departure from class will be taken into consideration when calculating the final grade for attendance and participation. I will only excuse absences for religious observation and officially confirmed illnesses. Students with two or more unexcused absences from class will have their final grade lowered by one grade. Please note that you are responsible for all materials covered in class whether you present or absent.

**3. Make-up Exams:** These will only be considered for students who miss taking an exam because of activities authorized by the university: observation of religious holidays and illnesses (medical excuse required on the exam day).

**4. Technology in the Classroom:** You may bring your laptop in class for taking notes only. Use of phones is not allowed in the classroom. Students are not allowed to bring any technological devices during exams.

**5. Potential changes to course schedule:** Topics and reading assignments, and their orders on the syllabus could be changed, but not matters related to grade structure for the assignments. Notice of such changes will be announcement in class (or email notice) or by posting the changes to Sakai (See Announcement section). Also, an updated syllabus reflecting on the changes will be posted to Sakai.

**6. Students with Disabilities:** Students who feel they may need accommodations based on the impact of a disability should contact the course instructor to discuss their needs. Students with documented disabilities should also contact the Department for Disability Services at 919-962-8300 in SASB North Building, Suite 2126 to coordinate necessary accommodations for exams and other in-class assignments. Visit the Internet address of this office at [disabilityservices.unc.edu](http://disabilityservices.unc.edu) for more information.

**REQUIRED BOOKS:**

1. Peter J. Schraeder (2004): *African Politics and Society: A Mosaic in Transformation*, 2<sup>nd</sup> edition.
2. Sembene Ousmane: *God's Bits of Wood*.

The textbooks are available at the Student bookstore and all other readings are available on Sakai.

## CLASS SCHEDULE

### **Week 1: General Introduction and Perceptions of Africa**

**Note: Start reading Sembene Ousmane's novel, *God's Bits of Wood***

Aug. 24: Introductory meeting: Introduce the course: discuss course objectives, requirements, etc.

#### Readings

-Bring a news extract about Africa.

-(Sakai and online) Paul Zeleza (2006): Angelina Jolie Discovers Africa

<http://www.africaresource.com/essays-a-reviews/essays-a-discussions/144-angelina-jolie-discovers-africa?tmpl=component&print=1&layout=default&page=>

#### Aug. 26: Readings

-Video: Chimamanda Ngozi Adichie's Ted Talk: *The danger of a single story*,

[http://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

-(Online) Binyavanga Wainaina, How to Write about Africa,

<http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1>

### **Week 2: Geography of Africa and Historical Context**

#### Aug. 29: Geography of Africa

- Jeffrey Neff (2013). A geographic preface in *Understanding Contemporary Africa*.

#### Aug. 31: Reading: Precolonial Africa

- Film: *Caravan of Gold*

#### Sept. 2: Readings

-Schraeder, Chapter 2

- (Sakai) Thomas O'Toole (2013): Historical Context: "Bantu Migration". In *Understanding Contemporary Africa*.

### **Week 3: Historical Context: Pre-colonial Africa (cont.)**

#### **Note Sept. 5: Labor Day: No Class**

#### Sept. 7: Reading

-(Sakai) Julius Adekunle (2012). Globalization in the pre-contemporary period. In *globalization and the African experience*.

**Note: Sept. 9: Map Quiz- 10%**

**Week 4: Historical Context: Colonial Rule, Nationalism and Independence**

Sept. 12: Reading: Introduction to colonialism

- Film: *This Magnificent African Cake*

Sept. 14: Reading

-Schraeder, Chapter 3

Sept. 16:Reading

-(Online) Ali Mazrui: Tools of exploitation in Africa

<https://www.youtube.com/watch?v=PdAMpv2wJME>

- (Sakai) Rodney, Walter (2012): The supposed benefits of colonialism to Africa. In *How Europe Underdeveloped Africa*.

**Week 5: Historical Context: Colonial Rule, Nationalism and Independence**

**(cont.)**

Sept. 19: Reading

-(Online) Ali Mazrui: The Nature of a Continent (The link between geography and history) <https://www.youtube.com/watch?v=B6zbvrEu8vA>

Sept. 21: Reading: Nationalism

- Film: Black man's land trilogy: Images of colonialism and independence in Kenya: 65-DVD16323 c.1 – Mau Mau crisis—[pt.3.]

Sept. 23: Reading

- Schraeder, Chapter 4

**Week 6: Ethnicity and Class**

Sept. 26 & 30: Reading

- Schraeder, Chapter 5

**Note: Sept. 28: Exam 1: 20%**

## **Week 7: Ideology and the Politics of Development**

**Note: Finish reading Sembene Ousmane's novel, *God's bits of Wood***

Oct. 3 & 5: Reading  
- Schraeder, Chapter 6

### **African Foreign Relations**

Oct. 7 & 10: Readings:  
-Schraeder, Chapter 11  
-Schraeder, Chapter 12

## **Week 8: Introduction to African literature**

Oct. 12- 17: Readings  
-Schraeder, chapter 7  
-Analysis and Discussion of Sembene's Ousmane's novel, *God's Bits of Wood*.  
(Assignment for this novel will be posted on Sakai.)

## **Week 9 and 10: Education and Politics of Language in Africa**

Oct. 19: Readings  
- (Sakai) Ngugi wa Thiong'o (1986). *Decolonising the mind*, p. 10-20.  
  
- (Sakai) Kwesi Kwaa Prah (2000). *African Languages for the Mass Education of Africans*, p. 61-76.

**Fall Break: Oct. 21: No Class**

**Note Oct. 24 Exam II- 20%**

Oct. 26: Reading  
- (Sakai) Birgit Brock-Utne (2000). *Whose education for all? The Recolonization of the African Mind*, p. 141-172  
- (Sakai) Grace Bunyi (2008). The place of African indigenous knowledge and languages in education for development: The case for Kenya in *New Directions in Education*, p. 15-40

Oct. 28: Reading  
- (Sakai) Roy-Campbell (2006). The State of African languages and the global politics: Empowering African languages in the era of globalization.

**Note: Oct. 28: A paragraph about your research is due**

**Week 11/12: Decolonizing Education: Indigenous Knowledges in Africa**

Week 11: Oct. 31: Readings

- (Sakai) Njoki Wane (2010). Traditional healing practices p. 229-244 in *Indigenous Knowledge and Learning*.
- (Sakai) George Dei (2014): Indigenizing the school curriculum: The case of the African University.

Week 12: Nov. 2: Reading

- (Sakai) Edward Shizha (2014): Indigenous knowledge systems and the curriculum

Nov. 4: Reading

- (Sakai) Edward Shizha (2010). Rethinking and reconstructing indigenous knowledge and voices in the academy in Zimbabwe: A decolonization process p. 115-130 in *Indigenous Knowledge and Learning*.

**Week 13: Gender, Education, and Development**

Nov. 7: Reading:

- (Sakai and online) Kim Foulds (2014): Buzzwords at play: gender, education, and political participation in Kenya. *Gender and Education*, 26:6, 653-671  
<http://dx.doi.org/10.1080/09540253.2014.933190>

Nov. 9: Reading:

- (Sakai) Grace Khwaya Puja (2008). Gender, Post-Secondary Education, and Employment Opportunities for women in Tanzania in *New Directions in Education*, p. 95-120

Nov. 11: Reading: Gender and Education

- (Sakai) Philomina E. Okeke (2006). Higher education for Africa's women: Prospects and challenges. In *African education and globalization: Critical perspectives*.

**Week 14: Gender, Education, and Development (cont.)**

**Note: Research papers are due at the beginning of class on Nov. 14, 15%**

Nov. 14: Reading



-(Sakai) Michael Wanaina (2013): Gendered challenges and opportunities in Module II programs in Kenyan public universities: A critical appraisal. In *Africa after years: Prospects and reflections*.

Nov. 16 -21: Reading: **Women and Development**

- (Sakai) April Gordon (2013): Women and development. In *Understanding Contemporary Africa*.

**Week 15/16: Gender and Globalization**

Nov. 30 & Dec. 2: Reading

- (Sakai) Bridget A. Teboh (2012) Gender and globalization in Africa. In *Globalization and the African experience*.

**Thanksgiving Recess, Nov. 23 & 25: No Class**

**Week 16/17: Concluding reflections and final exam review**

Dec 5 &7: Review

**Note: Final Exam, Saturday, December 10 at 4:00PM, 25%**