

3418: ANTHROPOLOGY OF AFRICA

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Autumn 2012
Hours of instruction TR 9:35-10:55
Classroom McPherson Lab 1045
Office hours: W9-12 or by appointment

COURSE DESCRIPTION

This course provides an introduction to anthropological approaches to the study of African societies through the exploration of three issues: indigenous people, wildlife conservation, and the AIDS epidemic. The goal of the course is to come to an understanding of how anthropologists study and write about the complexity of contemporary Africa and how this is different from conventional representations of Africa and Africans in, for example, National Geographic Magazine.

DISABILITY SERVICES

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

COURSE GOALS

Students will be able to compare anthropological perspectives with mainstream media perspectives in order to come to a better understanding of issues in contemporary Africa, and this entails that students will be able to do the following:

1. Understand and appreciate anthropological perspectives of contemporary issues in Africa (anthropological approach);
2. Recognize the difference between scholarly and non-scholarly sources and appreciate the value of scholarly sources (information literacy);
3. Draw from multiple disciplinary approaches to come to a better understanding of current issues in contemporary Africa (disciplinary perspectives);
4. Effectively contribute to discussions, including facilitating the participation of others and inclusion of other points of view (productive interaction with other students);
5. Recognize how mainstream media creates stereotypes about Africa and how this shapes our perceptions of the continent (critical literacy, reflexivity);
6. Effectively communicate anthropological understandings of contemporary issues in Africa in writing and oral presentations without recreating stereotypes (writing skills, representation).

READINGS

The following books are required reading and available in the OSU Book store or through various online vendors. Additional required readings are made available through Carmen.

Igoe, Jim. (2004). *Conservation and globalization: a study of national parks and indigenous communities from East Africa to South Dakota*. Belmont (CA): Wadsworth/Thompson Learning.

Thornton, R. (2008). *Unimagined Community: Sex, Networks, and AIDS in Uganda and South Africa*. Berkeley (CA): University of California Press.

Rupp, Stephanie. (2011). *Forest of belonging: identities, ethnicities, and stereotypes in the Congo River Basin*. Seattle (WA): Washington University Press.

All assigned readings are mandatory. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I also recommend you to go over the readings once more after class.

COURSE REQUIREMENTS AND EVALUATION

1. Attendance and participation. You are expected to be actively engaged in class; that is, coming to class prepared, paying attention, and contributing to discussions and problem solving, both by making comments and by facilitating other people's participation. Because it is difficult to do well in the course if sessions are missed *attendance at every class meeting is required*. Late arrival and early departure are considered poor participation; they are disruptive to others and make it likely to miss essential information. Please contact me if there is an emergency situation. If you are ill and must miss a class, you are responsible for getting the notes and assignment information from your classmates.

2. Quizzes. There will be regular pop quizzes throughout the course about the assigned readings for that particular day. The quizzes will focus on critical concepts that are central to the course. You will be asked to describe, explain and apply these concepts. There will be 12 quizzes and 2 of the quizzes with the lowest scores will be dropped.

3. Class Discussions. Students will be responsible for leading one in-class discussion and providing a minimum of three discussion questions for the readings for that particular day. In the discussions we will critically compare and contrast mainstream and anthropological perspectives on Africa as well as whether and how anthropological perspectives give us a better understanding of contemporary Africa. The discussion questions should be aimed at these overall goals. Students will be leading discussion in pairs or groups (depending on class enrollments). Everyone will sign up for a discussion date in the beginning of the semester. The discussion leaders will submit their discussion questions to the class by

posting them to the discussion section on Carmen two days before the discussion. All students must print out (or write out) the discussion questions and bring them to class, along with talking points or responses to those questions.

4. Research Project: The main assignment is a research project in which you examine one thematic issue in Africa. The research project is divided in a number of smaller assignments over the course of the semester that will prepare you for writing a thorough and thoughtful research paper. The goal of the paper is to come to an anthropological understanding of your particular topic. The final papers will be edited for a special issue of the National Anthropological Magazine (NAM) dedicated to Africa.

i) Annotated bibliographies. You will write two annotated bibliographies on your topic. The first bibliography should include only anthropological scholarly sources. The second bibliography can include non-scholarly and non-anthropology sources. The bibliography should follow the guidelines of the American Anthropological Association (AAA). In your annotation you should: 1) identify the source, 2) summarize the source, 3) evaluate its strengths and weaknesses, and 4) reflect on its usefulness for your project. The AAA guidelines and a model of an annotated bibliography are posted on Carmen. The annotated bibliographies are due on Thursday September 20th and Thursday October 4th.

ii) Article outline. The outline consists of a title, abstract, and list of references. The abstract should include your research question and a brief description of your topic. The outline should be no more than two pages long. You are encouraged to meet me during office hours to discuss your choice of topic before you submit your paper outline. The paper outline is due on Thursday October 18th.

iii) First draft. The first draft should be about 10 pages long (double-spaced, one-inch margins) and follow the AAA style guide. You should cite appropriately and integrate course readings in your paper. The first draft is due on Thursday November 1st.

iv) Final article. The final article should be about 10 pages long. In the magazine article for the National Anthropological Magazine (NAM) you have to effectively communicate your anthropological understanding of a contemporary issue in Africa in writing. You will do this by effectively explaining and supporting your arguments by providing evidence and illustrations; presenting ideas and evidence clearly and concisely; and organizing your article with an introduction with a problem statement, data discussion and a conclusion. You should cite appropriately and integrate course readings in your paper. As in the National Geographic articles you should include pictures and captions; however, these pictures should not reinforce mainstream views about Africa. The final magazine article is due Tuesday November 20th.

5. Review essay. Students will write a review essay in which they compare and contrast our special issue of the National Anthropological Magazine (NAM) with the special issue of National Geographic Magazine (NGM) dedicated to Africa. It is critical that students reflect in the essay on what they have learned and unlearned about Africa. Detailed instructions will be posted on Carmen.

Evaluation: Course responsibilities will be weighted in the following way:

1. Participation and attendance	10%
2. Quizzes	20%
3. Class discussion	10%
4. Research project	
Paper outline	5%
Annotated bibliographies	10%
First draft	5%
Final article	25%
5. Review essay	15%
Total	100%

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

Special notes from the instructor:

- Except in cases of properly documented illness or personal emergency will late assignments be accepted; they will progressively lose value and will be evaluated and returned as time allows.
- I strive to make this a paper-less course. All assignments are to be submitted as .doc or .docx documents in the Carmen dropboxes, not in hard copy or by email.
- I will use Carmen to post assignments and other information for the class (e.g., cancelled office hours, changes in reading assignments). Check it regularly.
- All students should become familiar with the rules governing academic misconduct (e.g., cheating, plagiarism). Ignorance of these rules is not an acceptable defense. Anyone violating said rules will be reported to the Board of Academic Misconduct. If you have any questions, please see me.
- Please note that the schedule below is tentative and that the instructor reserves the right to make changes.

SCHEDULE AND TOPICS

INTRODUCTION: LEARNING ABOUT AFRICA

WEEK 1: INTRODUCTION

August 23: Learning about Africa

Tracing the human footprint (Quammen 2005)

WEEK 2: THE VIEW FROM NATIONAL GEOGRAPHIC**August 28: Making National Geographic**

Into the machine (Lutz and Collins 1993:47-85)

* Film: Scenes from National Geographic: Africa

August 30: Reading National Geographic

Reader's imagination (Lutz and Collins 1993:217-258)

* Film: Scenes from National Geographic: Africa

WEEK 3: HOW ANTHROPOLOGISTS THINK**September 4: How to write about Africa**

How to write about Africa (Wainana 2005), reflecting on NGM (Moseley 2005)

* Film: Danger of the single story (2009)

September 6: Anthropological approaches

Weird people (Henrich et al. 2010), Introduction (Peoples and Bailey 2011)

WEEK 4: SOURCES FROM AND ABOUT AFRICA**September 11: Finding scholarly and non-scholarly sources**

Skim Bailey and Auger (1989), Roscoe (1993), Salopek (2005)

◆ Library workshop: finding & evaluating sources (Nancy Courtney)

September 13: Finding sources from and about Africa

Read posts on ThinkAfricaPress.com and/or GlobalVoices.org

◆ Library workshop: finding African sources (Miriam Conteh-Morgan)

THEME 1: IDENTITIES IN THE FOREST**WEEK 5: THE FOREST PEOPLE****September 18: The forest people**

Introduction (Rupp 2011:1-18)

* Film: scenes from Africa: Voices of the Forest

September 20: The forest and its peoples (D)

Paradigms (Rupp 2011:19-54), who rules the forest (Salopek 2005)

* Film: Caterpillar moon (1996)

► First annotated bibliography is due

WEEK 6: DYNAMICS OF IDENTITY**September 25: Ethnicity**

Belonging (Rupp 2011:55-92)

September 27: Identity

Spaces (Rupp 2011:93-121)

WEEK 7: IMPACT OF IDENTITY CATEGORIZATION**October 2: Contradictions**

Contradictions (Rupp 2011:214-247)

October 4: Problems with indigeneity (D)

Rethinking (Rupp 2011:248-260), victims of discrimination (Hewlett 2009:1-9)

► Second annotated bibliography is due

THEME 2: AIDS

WEEK 8: THE NEW PLAGUE**October 9: Meaning and structure**

Introduction (Thornton 2008:1-32)

☀ Film: The HIV superhighway

October 11: Networks of sex and relations (D)

Social determinants (Thornton 2008:56-82), living with AIDS (Mendel 2005)

WEEK 9: CULTURAL MODELS**October 16: Cultural models of AIDS in Uganda**

AIDS in Uganda (Thornton 2008:100-129)

October 18: Cultural models of AIDS in South Africa

Flows of sexual substance (Thornton 2008:195-219)

☀ Film: Where are you taking me? (2010)

► Paper outline is due

WEEK 10: INTERVENTIONS**October 23: Governance in public health**

Indigenization (Thornton 2008:130-148)

October 25: Preventing AIDS (D)

Preventing AIDS (Thornton 2008:220-234), engaging healers (Green 1999:63-83)

THEME 3: CONSERVATION

WEEK 11: PASTORAL SYSTEMS**October 30: The ecology of pastoral systems**

Turkana pastoralism (McCabe 1990:81-103)

* Film: scenes from Africa: Love in the Sahel

November 1: Conservation in a global perspective

Seeing conservation (Igoe 2004:36-68)

WEEK 12: CLASH OF CONSERVATION MODEL**November 6: Conservation models (D)**

Conservation models (Igoe 2004:1-35), Return to Zambia (Fuller 2005)

November 8: Fortress conservation

Fortress conservation (Igoe 2004:69-102)

► First draft is due

WEEK 13 CONSERVATION AND GLOBALIZATION

November 13: Globalization of NGOs

Maasai NGO movement (Igoe 2004:104-132)

November 15: Community conservation (D)

Community Bambi (Fortmann 2005:1-18)

☀ Film: Milking the Rhino (2009)

WEEK 14: COMMUNITY CONSERVATION?

November 20: Milking the rhino

☀ Film: Milking the Rhino (2009)

November 22: Thanksgiving

No class

WRAPPING UP: REPRESENTING AFRICA

WEEK 15: WRITING ABOUT AFRICA

November 27: Writing as an anthropologist

Pastoral security (Moritz and Scholte 2011:12-17)

November 29: Showing Africa

Intersection of gazes (Lutz and Collins 1993:187-216)

▶ Magazine article is due

WEEK 16 REFLECTIONS

December 4: Reflections on representing Africa

Read National Anthropological Magazine (NAM)

FINALS WEEK

▶ Review essay is due before 12 noon on Friday December 7th in the Carmen dropbox

REQUIRED READINGS

- Bailey, F. G., & Auger, R. J. (1989). Net hunters vs. archers: variation in women's subsistence strategies in the Ituri Forest. *Human Ecology*, 17(3):273-297.
- Fortmann, L. (2005). What We Need is a Community Bambi: The Perils and Possibilities of Powerful Symbols. In J. P. Brosius, A. L. Tsing & C. Zerner (Eds.), *Communities and Conservation: Histories and Politics of Community-Based Natural Resource Management* pp. 195-205). Walnut Creek (CA): Alta Mira Press.
- Fuller, A. (2005). Return to Zambia. *National Geographic Magazine*. (September 2005):100-121.
- Green, Edward C. (1999). Engaging indigenous African healers in the prevention of AIDS and STDs. In *Anthropology in public health: bridging differences in culture and society*. R.A. Hahn, ed. Pp. 63-83. New York: Oxford University Press.
- Hewlett, Barry S. (2009). Victims of Discrimination: An Anthropological Science Critique of Human Rights and Missionary Narratives of African Pygmy Marginalization. In *Workshop on Central African hunter-gatherer marginalization*. Kyoto University.
- Hewlett, Barry S., and Bonnie L. Hewlett. (2008). *Ebola, culture and politics: The anthropology of an emerging disease*. Belmont (CA): Thomson Wadsworth.
- Igoe, Jim. (2004). *Conservation and globalization: a study of national parks and indigenous communities from East Africa to South Dakota*. Belmont (CA): Wadsworth/Thompson Learning.
- Lutz, C. A., & Collins, J. L. (1993). *Reading National Geographic*. Chicago (IL): Chicago University Press.
- McCabe, J. Terrence. (1990). Turkana pastoralism: a case against the Tragedy of the Commons. *Human Ecology* 18(1):81-103.
- Mendel, G. (2005). Living with AIDS. *National Geographic Magazine*. (September 2005):66-73.
- Moritz, Mark and Paul Scholte. (2011). Ethical Predicaments: Advocating security for mobile pastoralists in weak states. *Anthropology Today*. 27(3):12-17.
- Moseley, W. (2005). Reflecting on National Geographic Magazine and Academic Geography: The September 2005 Special Issue on Africa. *African Geographical Review*, 24:93-100.
- Peoples, James and Garrick Bailey. (2011) *Humanity: An Introduction to Cultural Anthropology*. Wadsworth Publishing.

Quammen, D. (2005). Tracing the human footprint. National Geographic Magazine. (September 2005):16-36.

Roscoe, P. B. (1993). The Net and the Bow in the Ituri. American anthropologist, 95(1):153-154.

Salopek, Paul. (2005). Who Rules the Forest? National Geographic Magazine. (September 2005):74-95.

Thornton, R. (2008). Unimagined Community: Sex, Networks, and AIDS in Uganda and South Africa. Berkeley (CA): University of California Press.

Wainaina, B. (2005). How to write about Africa. Granta 92: The view from Africa.