

**FLORIDA INTERNATIONAL UNIVERSITY**  
**Course Revision for Global Learning Designation**

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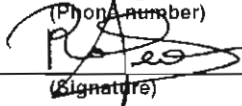
Bulletin # : \_\_\_\_\_

Academic Year : \_\_\_\_\_

1. SCHOOL/COLLEGE SIPA/CAS DIV./DEPT. IN WHICH TAUGHT African & African Diaspora Studies  
 DIV./DEPT. NO. ASIC DEPT. ACCOUNT NO. 202400101  
 (9 digits)
2. AFA 3 XXX  
 Alpha Prefix 1<sup>st</sup> Digit last 3 Digits "C"-lec-lab "L"-Lab Cr. Hrs.
3. Course Title Gender and Sexualities in Sub-Saharan African Contexts
4. Catalog Description/Major Topics (not to exceed 200 characters including spaces)  
An examination of gender and sexuality in contemporary Sub-Saharan Africa, including notions of gendered and sexualized identifications, and key aspects of personhood in Sub-Saharan Africa societies.
5. Prerequisite(s): None
6. Corequisite(s) None

**SUBMIT ONE ORIGINAL COPY OF THIS FORM. ATTACH ONE HARD COPY AND ONE ELECTRONIC COPY OF THE COURSE SYLLABUS AND THE GLOBAL LEARNING ASSESSMENT MATRIX.**

**PROPOSAL REQUESTED BY:**

Faculty Contact	<u>Dr. Mariama Jaiteh</u> (Type name)	<u></u> (Signature)	<u>02 / 20 / 12</u>
	<u>mariama.jaiteh@fiu.edu</u> (Email address)	<u>305-348-6860</u> (Phone Number)	
Chairperson (Dept./Div.)	<u>Dr. Jean Rahier</u> (Type name)	<u></u> (Signature)	<u>02, 20 / 20 / 12</u>
Chairperson (Curr. Comm.)	_____ (Type name)	_____ (Signature)	____ / ____ / 20
College/School Dean	_____ (Type name)	_____ (Signature)	____ / ____ / 20

**APPROVED BY:**

Office of Global Learning Initiatives Director	_____	____ / ____ / 20
Global Learning Curriculum Oversight Committee	_____	____ / ____ / 20
Faculty Senate Chairperson	_____	____ / ____ / 20
Academic Affairs V.P.	_____	____ / ____ / 20

**Course Outcome Assessment for Upper Division Global Learning Courses**

Faculty Name: Dr. Mariama Jaiteh

Course: AFA 3xxx Gender and Sexualities in Sub-Saharan African Contexts

Academic Unit: AADS

Degree Program: Bachelors in African & African Diaspora Studies

Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Awareness:</b> Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</p>	<p>Assessment Activity/Artifact: <i>Term Paper</i></p> <p>Evaluation Process: Students will be writing a term paper. A rubric will be used to evaluate the global awareness aspect of their papers.</p>	<p><i>To be entered at end of course</i></p>
<p><b>Course Learning Outcome</b> <i>Students will be able to demonstrate knowledge of how much local African gender constructs and sexualities are interrelated with global, international, and intercultural issues, movements, trends, and systems</i></p>	<p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	
<p><b>Use of Results for Improving Student Learning</b></p>		
<p><i>To be entered at end of course</i></p>		

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Faculty Name: Dr. Mariama Jaiteh

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Academic Unit: AADS Degree Program: Bachelors in African & African Diaspora Studies Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Perspective:</b> Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.</p>	<p>Assessment Activity/Artifact: <i>Term Paper</i></p>	<p><i>To be entered at end of course</i></p>
<p><b>Course Learning Outcome</b></p> <p>- <i>Students will be able to take into consideration both African and Western feminist, queer studies, and other theoretical perspectives in their analyses of African sexualities and gender constructs as they are performed locally, and are influenced by global and international forces and laws, in ever growing intercultural contexts.</i></p>	<p>Evaluation Process: Students will be writing a term paper. A rubric will be used to evaluate the global perspective aspect of their papers.</p> <p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	<p><i>To be entered at end of course</i></p>
<p><b>Use of Results for Improving Student Learning</b></p>		
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Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Engagement:</b> Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.</p>	<p>Assessment Activity/Artifact: <i>Term Paper</i></p> <p>Evaluation Process: Students will be writing a term paper. A rubric will be used to evaluate the global engagement aspect of their papers.</p>	<p><i>To be entered at end of course</i></p>
<p><b>Course Learning Outcome</b> <i>Students will be able to propose solutions to specific cases of gender intolerance and rigid heteronormativity in given local, global and intercultural African contexts.</i></p>	<p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	
<p><b>Use of Results for Improving Student Learning</b></p>		
<p><i>To be entered at end of course</i></p>		

## **AFA 3XXX**

### **GENDER AND SEXUALITIES IN SUB-SAHARAN AFRICAN CONTEXTS**

Instructor: Mariama Jaiteh

[Mjaiteh1@gmail.com](mailto:Mjaiteh1@gmail.com)

African & African Diaspora Studies

LC 304

MMC

305 348-6860

#### **COURSE DESCRIPTION & OBJECTIVES**

This course examines gender and sexuality in contemporary Sub-Saharan Africa, using a critique of Western conventional categories and a critical approach to the AIDS epidemic as frames for thinking about changes in African societies over the last few decades. Drawing primarily on ethnographic work and theoretical literature from the social sciences, the course examines notions of gendered and sexualized identifications in sub-Saharan Africa. Theoretically, the course asks how Sub-Saharan African contexts challenge Western or Global North conventional conceptualizations of gender and sexualities. More empirically, the course explores key aspects of personhood in Sub-Saharan African societies, including the consideration of the impact of the colonial legacy, conceptions and practices of reproduction, women's rights, homosexuality and trans-sexual practices, constructions of masculinities and femininities, etc.

The course assumes that enrolled students will have some background—at the introductory level—in gender and sexuality studies.

#### **OVERVIEW OF COURSE ASSIGNMENTS**

Students will submit short responses to readings posted to Moodle before class sessions; write a mid-term essay (4-5 pages) in response to one of two questions asked that will be made available one week prior to the actual due date; keep a media log/journal (in Moodle) with at least one entry a week related to the final paper project; and write a 10-12 page paper on a specific country and/or topic related to gender and sexualities in Sub-Saharan African contexts. The paper will require some outside research as well as integrating insights from relevant class materials.

#### **STUDENT LEARNING OUTCOMES**

By the end of this course students will be able to:

- theorize gender and sexuality in African contexts.
- critically examine and assess the applicability or lack thereof of Western conventional theoretical approaches to gender and sexuality in African societies.
- demonstrate an understanding of how Sub-Saharan African contexts challenge the ways gendered identities, personhood, "love," and intimacy are conceptualized (and sometimes universalized) in the West or Global North.
- demonstrate an expansion of their understanding of African contemporary issues.
- feel more engaged with African concerns related to gender and sexualities.

#### **GLOBAL LEARNING STUDENT LEARNING OUTCOMES**

By The end of this course:

- Students will be able to demonstrate knowledge of how much local African gender constructs and sexualities are interrelated with global, international, and intercultural issues, movements, trends, and systems. (GLOBAL AWARENESS)
- Students will be able to take into consideration both African and Western feminist, queer studies, and other theoretical perspectives in their analyses of African sexualities and gender constructs as they are performed locally, and are influenced by global and international forces and laws, in ever growing intercultural contexts. (GLOBAL PERSPECTIVE)
- Students will be able to propose solutions to specific cases of gender intolerance and rigid heteronormativity in given local, global and intercultural African contexts. (GLOBAL ENGAGEMENT)

## **COURSE READINGS**

Required Readings are indicated for each week of class. They can be found in pdf on the Moodle site associated with this course.

## **COURSE REQUIREMENTS**

### ***Participation (10%)***

Participation is a crucial part of this course. Your thoughts, ideas, and critiques help to animate the learning process within and outside the classroom. Questions you may raise or ideas you have about given topics will challenge us all to think actively and critically. I've highlighted some ideas about what makes for the most successful class sessions (and especially those focused on discussion).

**Reading.** A strong classroom discussion is based on your careful reading of the assigned texts for the session. **I suggest taking brief, scholarly notes on readings.** Write down the key argument made by a given author, keywords or concepts that are important to consider, what sorts of examples or evidence the author uses to support her/his case, and questions or critiques you may have. Write all of these points in clearly separated sections.

As you reflect on sets of readings, think about connections between authors' arguments, points of convergence or difference, etc. This will also assist you in preparing your E-posts.

**Listening.** This is one of the most important aspects of discussion. You must be able to re-state classmates' contributions so that they would recognize and accept your reformulation of their ideas. Listening allows you to build on or challenge others' ideas respectfully within the flow of ideas under discussion.

**Speaking.** Address your remarks to the class and not solely to the instructor. Be aware of how often you are contributing to discussions and how this contributes to the tone of the class.

**Bring the key texts** under consideration for the session(s) to class.

**Reflecting.** During and after class, reflect on how your ideas have been challenged and/or confirmed by classmates, readings, videos, or the instructor.

If you are not accustomed to voicing your opinion in large groups, please talk to me in person in the first two weeks to identify ways in which you might begin to actively participate during class sessions.

### ***Moodle Reading Response E-Posts (20%)***

During the semester students must contribute eight 3/4 - 1 page (approximately 300-400 words) reading response e-posts under the "discussion" section of the Moodle site. E-posts are aimed at encouraging inquiry, analysis and discussion among students, both in class and on-line. E-posts are due by 10:00 am the day of class. Students are encouraged, but not required, to read one

another's e-posts. These responses are evaluated on the basis of the quality of students' engagement with the core themes of the readings and the coherence and clarity of the writing. As you read for the week, consider the following questions. These will also help you to write your reading response.

- 1) What is the main argument(s) Why did the author(s) write the article or chapter?
- 2) What are the data used as evidence by the author to support the claims he/she makes in his/her argument?
- 3) What is useful about the reading(s)?
- 4) Were any of the points made questionable? If so, why?
- 5) What points, issues, or terms would you like to discuss or have clarified?
- 6) How do the various readings assigned inform each other? Contradict? Raise new questions?

***Write a Report on the Africa-focused AADS Event Organized this Semester (10%)***

Attend the AADS Africa-focused event organized this semester. More details will be given in class at the beginning of the semester.

Even if the presentation you attend doesn't tackle the question of gender and sexualities directly, consider how the issue or issues is (are) gendered or denote a particular sexualization and may intersect with gender constructions and sexualities in your analysis/critique. In your response outline what the key point(s) was (were) in the presentation, discuss how it intersected with other themes we have been learning about in class, and offer your opinion about the usefulness of the event for expanding your understanding of human rights. Turn in your paper within two weeks from the date of the event that you analyze.

Make sure you proofread your essay and provide appropriate citations when referencing readings from our class. Papers will be evaluated based upon the following criteria:

A: *outstanding* analysis; solid examples and reasons are given to support your views; clearly written.

B: fulfilled the assignment adequately; few if any grammatical problems or unclear sentences.

C: fulfilled the assignment but either the analysis is insufficient or superficial and/or there were a number of grammatical mistakes.

D: the assignment was not adequately fulfilled and/or there were a substantial amount of grammatical errors and awkward and confusing sentences.

F: the assignment was not turned in within two weeks of the due date, or was not completed according to the criteria listed above.

***Mid-Term Essay (25%)***

A take-home mid-term exam will be given. You will be given one week to respond to a question or questions (4-5 double-spaced, typed pages), documenting your answers with references to appropriate readings and other class materials. **No late exams will be accepted**, but for exceptional medical or emergency circumstances that can be clearly documented to the Professor in writing.

***Final Paper (35%)***

You will write an 10-15 double-spaced page paper on gender and sexualities in Sub-Saharan African contexts, focusing on a particular topic, theoretical question, or a specific country of interest to you. By the end of the third week of class, you will turn in a one page proposal,

including a list of five scholarly sources (not including class sources) that you intend to examine in order to write your paper. The professor will approve the topics. In addition to the five outside sources, students will be required to integrate insights from at least 3 other class sources when writing their paper. Students will all give a short class presentation during one of the last two class sessions. You **must** attend the last two class sessions.

With this paper, you will demonstrate your mastery of the GL student learning outcomes listed above.

**Papers must be uploaded on Moodle.**

## **SCHEDULE OF CLASSES**

### Week 1

**I What is Gender? What are Sexualities? What is love? Is “Romantic Love” universal?**

Exercise on defining those terms and answering that question.

Introduction to the course’s objectives, assignments, and other details.

### Week 2

**II Introduction: Reflecting Upon Understandings of, and Theorizings about Gender and Sexualities in Sub-Saharan African Contexts (1)**

Critical Reading of:

Comaroff, John

1987 “Sui Generis: Feminism, Kinship Theory, and Structural Domains” in *Gender and Kinship: Essays Toward a Unified Analysis*.

Comaroff, John and Jean Comaroff

2001 “On Personhood: An Anthropological Perspective from Africa.” *Social Identities*, 7(2): 267-83.

diLeonardo, Micaela

1991 Introduction “Gender, Culture and Political Economy: Feminist Anthropology in Historical Perspective” in *Gender at Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era*.

### Week 3

**II Introduction: Reflecting Upon Understandings of, and Theorizings about Gender and Sexualities in Sub-Saharan African Contexts (2)**

Critical Reading of:

Ratele, Kopano

2009 “Sexuality as Constitutive of Whiteness in South Africa.” *Journal of Feminist and Gender Research* 17(3): 158-174.

Oyewumi, Oyeronke

1997 “Visualizing the Body: Western Theories and African Subjects” in *The Invention of Women: Making an African Sense of Western Gender Discourses*.

Oyewumi, Oyeronke

2004 “Conceptualising Gender: Eurocentric Foundations of Feminist Concepts and the Challenge of African Epistemologies.” in *African Gender Scholarship: Concepts, Methodologies and Paradigms*.

Bakare- Yusuf, Bibi

2004 "Yorubas Don't Do Gender: A Critical Review of Oyeronke Oyewumi's *The Invention of Women*" in *African Gender Scholarship: Concepts, Methodologies and Paradigms*.

#### Week 4

### **III Debating "African Sexuality" (1)**

Critical Reading of:

Caldwell, John

1989 "The Social Context of AIDS in Sub-Saharan Africa." *Population and Development Review* 15:185-234.

Le Blanc, Marie Nathalie et al.

1991 "The African Sexual System: Comment on Caldwell et al." *Population and Development Review* 17(3) September: 497-505.

Ahlberg, Beth

1994 "Is there a Distinct African Sexuality? A Critical Response to Caldwell et al." *Africa* 64:220-42.

Caldwell, John

1991 "The African Sexual System: Reply to Le Blanc et. al." *Population and Development Review* vol. 17(3) September: 506-515.

#### Week 5

### **III Debating "African Sexuality" (2)**

Critical Reading of:

Heald, Suzette

1999 [1995] "The Power of Sex: Reflections on Caldwell's "African Sexuality" Thesis" in *Manhood and Morality: Sex, Violence and Ritual in Gisu Society*.

Arnfred, Signe

2004 "African Sexuality/Sexuality in Africa: Tales and Silences" in *Rethinking Sexualities in Africa*.

Watch the video documentary "The life and times of Sara Baartman: 'The Hottentot Venus'"

#### Week 6

### **IV Exploring Same-Sex Practices and Discourses on Homosexuality (1)**

Critical Reading of:

Murray, Stephen

2000 selections on Africa from *Homosexualities*.

Murray, Stephen and Will Roscoe

1998 selections from *Boy-wives and Female Husbands: Studies in African Homosexualities*.

Kendall, L.

1999 Chapter 7 "Women in Lesotho and the (Western) Construction of Homophobia" in Evelyn Blackwood and Saskia Wieringa (eds), *Female desires: same-sex relations and transgender practices across cultures*.

Watch the video documentary *BBC Focus on Africa*. 2003. "Gay Africa: Sex and Politics." October-December 2003.

### Week 7

#### **V Exploring Recent Publications on Same-Sex Practices and Discourses on Homosexuality**

Critical Reading of:

Gunkel, Henriette

2009 "Through the Postcolonial Eyes: Images of Gender and Female Sexuality in Contemporary South Africa." *Journal of Lesbian Studies* 13(1): 77-87.

Prinsloo, Jeanne Source

2011 "An elusive community? Lesbian usage of the Internet in South Africa." *Communication* 372: 291-307.

Alexander, Jonathan

2002 "'Behind the Mask': An African Gay-Affirmative Website." *International Journal of Sexuality and Gender Studies* 7(2/3): 227-234.

Spurlin, William

Stobie, Cheryl

2011 "'He uses my body': female traditional healers, male ancestors and transgender in South Africa." *African Identities* 9(2): 149-162.

Watch the video: "Dakan" or "Woubi Cheri"

### Week 8

#### **VI Further Discussing Femininity, Feminism and Women's Movements**

Critical Reading of:

Mills, David and Richard Ssewakiryanga

2002 "'That Beijing Thing': challenging transnational feminisms in Kampala." *Gender, Place and Culture*, 9(4): 385-398.

Gunkel, Henriette

2010 "'I myself had a sweetie &hellip;': re-thinking female same-sex intimacy beyond the institution of marriage and identity politics." *Social Dynamics* 36(3): 531-546.

Engh, Mari Haugaa

2011 "Tackling femininity: The heterosexual paradigm and women's soccer in South Africa." *International Journal of the History of Sport* 28(1): 137-152.

Gunkel, Henriette

2009 "Through the Postcolonial Eyes: Images of Gender and Female Sexuality in Contemporary South Africa." *Journal of Lesbian Studies* 13(1): 77-87.

Matebeni, Zethu

2009 "Feminizing Lesbians, Degendering Transgender Men: A Model for Building Lesbian Feminist Thinkers and Leaders in Africa?" *Souls* 11(3): 347-354.

Watch the video: "Carmen Gei"

## Week 9

### **VII The Construction of Masculinity**

Critical Reading of:

Dover, Paul

2005 "Gender and Embodiment: Expectations of Manliness in a Zambian Village" in *African masculinities : men in Africa from the late nineteenth century to the present*.

Hunter, Mark

2005 "Cultural politics and masculinities: Multiple partners in historical perspective in KwaZulu Natal." *Culture, Health & Sexuality*. 7(4) July–August.

Kimmel, Michael

1994 "Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity" in *Theorizing Masculinities*.

Cornwall, Andrea

2003 "To Be a Man is More than a Day's Work: Shifting Ideals of Masculinity in Ado-Obo, Southwestern Nigeria" in *Men and Masculinities in Modern Africa*.

Rabie, Francois; Lesch, Elmien

2009 "I am like a woman': constructions of sexuality among gay men in a low-income South African community." *Culture, Health & Sexuality* 11(7): 717-729.

Gunkel, Henriette

2009 "What's Identity Got To Do With It?: Rethinking Intimacy and Homosociality in Contemporary South Africa." *NORA - Nordic Journal of Feminist and Gender Research* 17(3): 206-221.

## Week 10

### **VIII The Youth and the Construction of Sexualities**

Critical Reading of:

Govender, Kaymarlin

2011 "The cool, the bad, the ugly, and the powerful: identity struggles in schoolboy peer culture." *Culture, Health & Sexuality* 13(8): 887-901.

Bhana, Deevia; Pattman, Rob

2011 "Girls want money, boys want virgins: the materiality of love amongst South African township youth in the context of HIV and AIDS." *Culture, Health & Sexuality* 13(8): 961-972.

Muhanguzi, Florence Kyoheirwe

2011 "Gender and sexual vulnerability of young women in Africa: experiences of young girls in secondary schools in Uganda." *Culture, Health & Sexuality* 13(6): 713-725.

Bhana, Deevia; Pillay, Nalini

2011 "Beyond passivity: constructions of femininities in a single-sex South African school." *Educational Review* 63(1): 65-78.

Chant, Sylvia; Evans, Alice

2010 "Looking for the one(s): young love and urban poverty in The Gambia." *Environment and Urbanization* 22(2): 353-369.

## Week 11

## **IX Changing Conceptions of African Intimacies in the Age of AIDS (1)**

Critical Reading of:

Worthington, Nancy

2010 "Of conspiracies and kangas: Mail & Guardian Online's construction of the Jacob Zuma rape trial." *Journalism* 11(5): 607-623.

Bhana, Deevia; Morrell, Robert; Shefer, Tamara, and others 19

2010 "South African teachers' responses to teenage pregnancy and teenage mothers in schools." *Culture, Health & Sexuality* 12(8): 871-883.

Fetene, Getnet Tizazu; Dimitriadis, Greg

2010 "Globalization, public policy, and 'knowledge gap': Ethiopian youth and the HIV/AIDS pandemic." *Journal of Education Policy* 25(4): 425-441.

Mindry, Deborah

2010 "Engendering care: HIV, humanitarian assistance in Africa and the reproduction of gender stereotypes." *Culture, Health & Sexuality* 12(5): 555-568.

### Week 12

## **IX Changing Conceptions of African Intimacies in the Age of AIDS (2)**

Critical Reading of:

Eriksson, Elisabet; Lindmark, Gunilla; Axemo, Pia

2010 "Ambivalence, silence and gender differences in church leaders' HIV-prevention messages to young people in KwaZulu-Natal, South Africa." *Culture, Health & Sexuality* 12(1): 103-114.

Hawkins, K.; Price, N.; Mussa, F.

2009 "Milking the cow: Young women's construction of identity and risk in age-disparate transactional sexual relationships in Maputo, Mozambique." *Global Public Health* 4(2): 169-182.

Okal, Jerry; Luchters, Stanley; Geibel, Scott, and others

2009 "Social context, sexual risk perceptions and stigma: HIV vulnerability among male sex workers in Mombasa, Kenya." *Culture, Health & Sexuality* 11(8): 811-826.

Hanass-Hancock, Jill

2009 "Interweaving Conceptualizations of Gender and Disability in the Context of Vulnerability to HIV/AIDS in KwaZulu-Natal, South Africa." *Sexuality and Disability* 27(1): 35-47.

Pourette, Dolores

2008 "Migratory Paths, Experiences of HIV/AIDS, and Sexuality: African Women Living with HIV/AIDS in France." *Feminist Economics* 14(4): 149-181.

### Week 13

Students' Presentations

### Week 14

Students' Presentations

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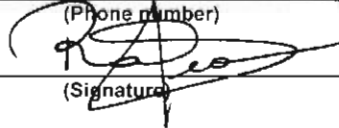
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3. Course Title Women and Human Rights in Sub-Saharan Africa
4. Catalog Description/Major Topics (not to exceed 200 characters including spaces)  
An examination of women's human rights in Africa in the context of global feminist social movements, evolving norms, institutions, and practices.
5. Prerequisite(s): None
6. Corequisite(s) None

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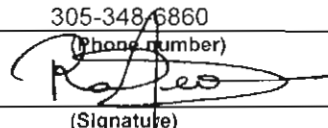
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Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Awareness:</b> Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</p>	<p>Assessment Activity/Artifact: <i>Term Paper</i></p> <p>Evaluation Process: Students will be writing a term paper. A rubric will be used to evaluate the global awareness aspect of their papers.</p>	<p><i>To be entered at end of course</i></p>
<p><b>Course Learning Outcome</b> <i>Students will be able to demonstrate knowledge of how much local African gender constructs and sexualities are interrelated with global, international, and intercultural issues, movements, trends, and systems</i></p>	<p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	
<p><b>Use of Results for Improving Student Learning</b></p>		
<p><i>To be entered at end of course</i></p>		

## Course Outcome Assessment for Upper Division Global Learning Courses

Faculty Name: Dr. Mariama Jaiteh

Course: AFA 3xxx, Women and Human Rights in Sub-Saharan Africa

Academic Unit: AADS Degree Program: Bachelors in African & African Diaspora Studies Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Perspective:</b> Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.</p> <p><b>Course Learning Outcome</b></p> <p>- Students will be able to take into consideration both African and Western feminist, queer studies, and other theoretical perspectives in their analyses of African sexualities and gender constructs as they are performed locally, and are influenced by global and international forces and laws, in ever growing intercultural contexts.</p>	<p>Assessment Activity/Artifact: <i>Term Paper</i></p> <p>Evaluation Process: Students will be writing a term paper. A rubric will be used to evaluate the global perspective aspect of their papers.</p> <p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	<p><i>To be entered at end of course</i></p>
<p><b>Use of Results for Improving Student Learning</b></p> <p><i>To be entered at end of course</i></p>		

**Course Outcome Assessment for Upper Division Global Learning Courses**

Faculty Name: Dr. Mariama Jaiteh

Course: AFA 3xxx, Women and Human Rights in Sub-Saharan Africa

Academic Unit: AADS

Degree Program: Bachelors in African & African Diaspora Studies

Semester Assessed:

Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Engagement:</b> Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.</p> <p><b>Course Learning Outcome</b>  <i>Students will be able to propose solutions to specific cases of gender intolerance and rigid heteronormativity in given local, global and intercultural African contexts.</i></p>	<p>Assessment Activity/Artifact: <i>Term Paper</i></p> <p>Evaluation Process: Students will be writing a term paper. A rubric will be used to evaluate the global engagement aspect of their papers.</p> <p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	<p>To be entered at end of course</p>
<p><b>Use of Results for Improving Student Learning</b>  <i>To be entered at end of course</i></p>		

## **WOMEN AND HUMAN RIGHTS IN SUB-SAHARAN AFRICA AFA 3XXX**

Instructor: Mariama Jaitheh  
[Mjaitehl@gmail.com](mailto:Mjaitehl@gmail.com)  
African & African Diaspora Studies  
LC 304  
MMC  
305 348-6860

### **COURSE DESCRIPTION & OBJECTIVES**

This course examines women's human rights in the context of global feminist social movements and evolving norms, institutions and practices of the international human rights system. We will focus on several thematic issues.

After providing a foundation for understanding the human rights system, we will examine how women's human rights pose particular challenges and opportunities for the realization of human rights and social justice more broadly. We will look at the interdependency of political, civil, social, economic, and cultural rights and the relationship of these rights to questions of achieving gender justice and equality. The course will examine how the conception of a divide between public and private realms has contributed to the marginalization of women's human rights concerns, and how recently feminists have been able to successfully challenge this notion and begin to hold states accountable for acts of violence against women that take place within the home, community, or at the hands of public actors/the state. Cases will be drawn from Sub-Saharan African countries.

Class sessions include background lectures, intensive discussions of readings and human rights documents, and film and other multi-media materials.

The course is grounded on some fundamental premises: a) International violence against women happens in different contexts and cultures world-wide; the international study of these problems reveals the complicity and systematic toleration of violence against women by governments all over the world. International collaboration on addressing violence against women is crucial in building effective, wide-ranging responses that can strengthen women's rights wherever they may live. From girls seeking educational opportunities, to girls whose genitals are cut, to women forced into survival sex that kills them, women and girls are subjected globally to an intolerable amount of debilitating violence.

b) A look at the situation of women in Africa, in the past and in the present, shows that a univocal theory of global feminism does not address the special conditions in which African women find themselves.

We must not ignore the fact that there existed a complementarity of male and female roles in precolonial African societies. It is during and after colonization that the downfall of the African woman from a position of relative power and self-sovereignty to becoming man's helper occurred.

Contemporary situations of African women are often characterized by rigid traditions that discriminate against them, because they are seen as perpetual children and second-class citizens. Endemic sexism, patriarchal attitudes, and the force of blinding

tradition bond African men in a hegemonic system that nourishes and protects their interests.

Throughout the course, the objective will be to develop awareness of the historical and contemporary political contexts in which human rights violations against women occur in Africa, and of past and present efforts to ameliorate such violations. The course is intended to enhance your understanding of women's rights from African and non-African perspectives, of African history, and of human rights policies and pedagogies. Through the readings, writing assignments, films, and discussions, you should obtain the background necessary to understand current debates on human rights in Africa and to analyze human rights policies.

### **OVERVIEW OF COURSE ASSIGNMENTS**

Students will submit short responses to readings posted to Moodle before class sessions; write a mid-term essay (4-5 pages) in response to one of two questions asked that will be made available one week prior to the actual due date; keep a media log/journal (in Moodle) with at least one entry a week related to the final paper project; and write an 10-12 page paper on a specific country and/or topic related to women's human rights in Sub-Saharan Africa. The paper will require some outside research as well as integrating insights from relevant class materials.

### **STUDENT LEARNING OUTCOMES**

By the end of this course students will be able to:

- Better understand international law as it pertains to human rights in general and particularly to women's rights in Sub-Saharan Africa.
- Have an excellent understanding of the specific issues that have been emerging from the diverse socio-cultural, economic and political contexts in Sub-Saharan Africa about women's rights primarily, but also about human rights in general.
- Demonstrate knowledge about the mechanisms of protection of women's rights within the African Union Human Rights Commission.
- Have an excellent grasp of the debates about the universality of women's rights and the dangers/complications brought about by the notion of "cultural relativism."
- Have a good understanding of the major scholarly thesis about the history of women's rights in Sub-Saharan Africa, from pre-colonial times to the present.
- Have a good understanding of some of the cultural norms and practices that inhibit women's rights in Sub-Saharan Africa.

### **GLOBAL LEARNING STUDENT LEARNING OUTCOME**

By the end of this course:

- Students will be able to demonstrate knowledge of how much local African Women Human Rights are interrelated with global, international, and intercultural issues, movements, trends, and system.
- Students will be able to take into consideration both African and Global North feminist and other theoretical perspectives in their analyses of African women human rights issues as they exists locally, and are influenced by global and international forces and laws, in ever growing intercultural contexts.
- Students will be able to propose solutions to specific cases of women human rights

issues and problems in given local, global and intercultural African contexts.

### **COURSE READINGS**

Required Readings are indicated for each week of class. They can be found in pdf on the Moodle site associated with this course.

International Women's Tribune Centre

1998 *Rights of Women: A Guide to the Most Important United Nations Treaties on Women's Human Rights*. New York. International Women's Tribune Centre.

### **COURSE REQUIREMENTS**

#### ***Participation (10%)***

Participation is a crucial part of this course. Your thoughts, ideas, and critiques help to animate the learning process within and outside the classroom. Questions you may raise or ideas you have about given topics will challenge us all to think actively and critically. I've highlighted some ideas about what makes for the most successful class sessions (and especially those focused on discussion).

**Reading.** A strong classroom discussion is based on your careful reading of the assigned texts for the session. **I suggest taking brief, scholarly notes on readings.** Write down the key argument made by a given author, keywords or concepts that are important to consider, what sorts of examples or evidence the author uses to support her/his case, and questions or critiques you may have. Write all of these points in clearly separated sections.

As you reflect on sets of readings, think about connections between authors' arguments, points of convergence or difference, etc. This will also assist you in preparing your E-posts.

**Listening.** This is one of the most important aspects of discussion. You must be able to re-state classmates' contributions so that they would recognize and accept your reformulation of their ideas. Listening allows you to build on or challenge others' ideas respectfully within the flow of ideas under discussion.

**Speaking.** Address your remarks to the class and not solely to the instructor. Be aware of how often you are contributing to discussions and how this contributes to the tone of the class.

**Bring the key texts** under consideration for the session(s) to class.

**Reflecting.** During and after class, reflect on how your ideas have been challenged and/or confirmed by classmates, readings, videos, or the instructor.

If you are not accustomed to voicing your opinion in large groups, please talk to me in person in the first two weeks to identify ways in which you might begin to actively participate during class sessions.

#### ***Moodle Reading Response E-Posts (20%)***

During the semester students must contribute eight 3/4 - 1 page (approximately 300-400 words) reading response e-posts under the "discussion" section of the Moodle site. E-posts are aimed at encouraging inquiry, analysis and discussion among students, both in class and on-line. E-posts are due by 10:00 am the day of class. Students are encouraged, but not required, to read one another's e-posts. These responses are evaluated on the basis of the quality of students' engagement with the core themes of the readings and the

coherence and clarity of the writing. As you read for the week, consider the following questions. These will also help you to write your reading response.

- 1) What is the main argument(s) Why did the author(s) write the article or chapter?
- 2) What are the data used as evidence by the author to support the claims he/she makes in his/her argument?
- 3) What is useful about the reading(s)?
- 4) Were any of the points made questionable? If so, why?
- 5) What points, issues, or terms would you like to discuss or have clarified?
- 6) How do the various readings assigned inform each other? Contradict? Raise new questions?

***Write a Report on the Africa-focused AADS Event Organized this Semester (10%)***

Attend the AADS Africa-focused event organized this semester. More details will be given in class at the beginning of the semester.

Even if the presentation you attend doesn't tackle the question of women's human rights directly, consider how the issue is gendered and may intersect with women's rights in your analysis/critique. In your response outline what the key point(s) was in the presentation, discuss how it intersected with other themes we have been learning about in class, and offer your opinion about the usefulness of the event for expanding your understanding of human rights. Turn in your paper within two weeks from the date of the event that you analyze.

Make sure you proofread your essay and provide appropriate citations when referencing readings from our class. Papers will be evaluated based upon the following criteria:

A: *outstanding* analysis; solid examples and reasons are given to support your views; clearly written.

B: fulfilled the assignment adequately; few if any grammatical problems or unclear sentences.

C: fulfilled the assignment but either the analysis is insufficient or superficial and/or there were a number of grammatical mistakes.

D: the assignment was not adequately fulfilled and/or there were a substantial amount of grammatical errors and awkward and confusing sentences.

F: the assignment was not turned in within two weeks of the due date, or was not completed according to the criteria listed above.

***Mid-Term Essay (25%)***

A take-home mid-term exam will be given. You will be given one week to respond to a question or questions (4-5 double-spaced, typed pages), documenting your answers with references to appropriate readings and other class materials. **No late exams will be accepted**, but for exceptional medical or emergency circumstances that can be clearly documented to the Professor in writing.

***Final Paper (35%)***

You will write an 8-10 page paper on women's human rights in Sub-Saharan Africa, focusing on a particular topic, theoretical question, or a specific country of interest to you. You will turn in a one page proposal, including a list of five scholarly sources (not including class sources) that you intend to examine in order to write your paper. In

addition to the five outside sources, students will be required to integrate insights from at least 3 other class sources when writing their paper. Students will all give a short class presentation during one of the last two class sessions. You **must** attend the last two class sessions.

**Papers must be uploaded on Moodle.**

## SCHEDULE OF CLASSES

### Week 1

#### **I What are human rights? Women's human rights?**

Exercise on defining human rights

Introduction to the course's objectives, assignments, and other details.

Fundamentals of the human rights system

*Assignment for next class session:* Bring to class one newspaper article that addresses women's human rights in Sub-Saharan Africa (must be from after 2005; consult the New York Times, the Economist, and any major news outlet, as well as alternative news media).

### Week 2

#### **II African Feminisms in a Global Perspective(1)**

Critical Reading of the following Required Texts:

George, Glynis

2005 "Feminist Questions, Grassroots Movements: An Overview" *Voices: A Publication of the Association for Feminist Anthropology*. 7(1):12-14.

Okeke, Philomina E

1996 "Postmodern feminism and knowledge production: the African context." *Africa Today* 43(July/September): 223-33.

Kalu, Anthonia C.

1996 "Women and the Social Construction of Gender in African Development." *Africa Today* 43(July/September): 269-88.

Wakoko, Florence and Linda M. Lobao

1996 "Reconceptualizing gender and reconstructing social life: Ugandan women and the path to national development." *Africa Today* 43(July/September): 307-22

### Week 3

#### **II African Feminisms in a Global Perspective(2)**

Critical Reading of the following Required Texts:

Sylvester, Christine

1995 "African and Western Feminisms: World-Traveling the Tendencies and Possibilities." *Signs*. 20, no. 4, (1995): 941-970.

Wehrs, Donald R and Michael C Mbabuike

2002 "African Feminists and Feminisms: African Feminist Fiction and Indigenous Values." *African studies review*. 45(3): 63-67.

Mekgwe, Pinkie

2007 "Theorizing African Feminism(s): The 'Colonial' Question." *Matatu*. 35: 165-175.

Watch the video by Jean-Marie Teno, *Chef*.

#### Week 4

### **III Women's Rights Are Human Rights**

*UN human rights system and core concepts; women's rights AS human rights*

Critical Reading of the following Required Texts:

- Universal Declaration of Human Rights
- Smith, "The United Nations System of Human Rights Protection," pp. 348-351
- Bunch, "Women's Rights Are Human Rights," [read 57-69].
- Friedman, "Women's Human Rights: The Emergence of a Movement," [read 18-25]

Watch the video documentary: *Vienna Tribunal*

#### Week 5

### **IV Realizing Women's Human Rights through the United Nations System**

*The Women's Convention, human rights monitoring of women's rights; key institutions and agencies; strengths and weaknesses of the current system*

Critical Reading of the following Required Texts:

- International Women's Tribune Center. *Rights of Women*, [read 1-16, 20-22] (IWTC)
- Stamatapoulou, "Women's Rights and the United Nations," [read 36-48]
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in IWTC, pp. 137-143 or at <http://www.ohchr.org/english/law/cedaw.htm>

#### Week 6

### **V Realizing Women's Human Rights through the African Union Commission System**

*The AU Commission on Human and Peoples' Rights, the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa*

Critical Reading of the following Required Texts:

- Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. [http://www.achpr.org/english/info/women\\_en.html](http://www.achpr.org/english/info/women_en.html)
- African (Banjul) Charter on Human and Peoples' Rights. (Moodle)

#### Week 7

### **VI The Universality of the Human Rights of Women**

Critical Reading of the following Required Texts:

- L. Amede Obiora, Feminism, Globalism and Culture 4 Ind. J. Global Legal Stud. 2 (1999) at <http://www.law.indiana.edu/glsj/vol4/no2/obipgp.html>
- A Reservation to the Women's Convention and Objections to that Reservation

-Reservation of Bangladesh to the Convention on the Elimination of All Forms of Discrimination against Women, and the Objections of Mexico, Sweden and Germany  
-Human Rights Committee, General Comment 24 on Reservations  
-Rebecca Cook, Reservations to the Convention on the Elimination of All Forms of Discrimination against Women, 648-660, 678-687  
Rebecca Cook, Effectiveness of the Beijing Conference in Fostering Compliance with International Law Regarding Women in Michael G. Schechter ed., UN-Sponsored World Conferences: Past, Present and Future, United Nations University Press  
Barbara Stark  
2000 "Women and Globalization: The Failure and Postmodern Possibilities of International Law," *Vanderbilt J. of Trans'l Law* 33: 503-571, 546-556.

#### Week 8

### **VII Western Law and the Judiciary in Africa: Colonial Impositions and Emancipations**

Critical Reading of the following Required Texts:

Roberts, Richard

2005 "Litigants and Households: African Disputes and Colonial Courts in the French Soudan: 1895-1912," Portsmouth, NH: Heinemann.

Conklin, Alice, "En Faire des Hommes: William Ponty and the Pursuit of Moral Progress," in Alice Conklin, *Mission to Civilize*, Stanford University Press.

#### Week 9

### **VIII Challenging the Public/Private Divide**

Critical Reading of the following Required Texts:

IWTC, "Violence against Women," [read 62-66].

Sullivan, "The Public/Private Dichotomy in International Law," [read 126-134].

Benninger-Budel and O'Hanlon, "Expanding the Definition of Torture," [read 14-15].

Heise, "Freedom Close to Home: Impact of Violence Against Women on Reproductive Rights," [read 238-255].

-From the *Secretary General's In Depth Study of the Consequences of Violence Against Women*

#### Week 10

### **IX The Issue of Female Genital Cutting in Parts of Sub-Saharan Africa**

Critical Reading of the following Required Texts:

-The WHO's statement on "Female genital mutilation," Fact sheet N°241, February 2010. <http://www.who.int/mediacentre/factsheets/fs241/en/>

Wright, Stephanie

2011 “Female genital cutting: A woman’s right to choose.” UCL Centre for Applied Global Citizenship. [http://www.ucl.ac.uk/network-for-student-activism/w/Female\\_genital\\_cutting:\\_A\\_woman%E2%80%99s\\_right\\_to\\_choose](http://www.ucl.ac.uk/network-for-student-activism/w/Female_genital_cutting:_A_woman%E2%80%99s_right_to_choose)  
-The free collection of articles from the New York Times on “Female Genital Mutilation,”  
<http://topics.nytimes.com/topics/news/health/diseasesconditionsandhealthtopics/femalegenitalmutilation/index.html>

### Week 11

#### **X Rwanda: Gender, Genocide, and Reconstruction**

*Genocide, postwar reconstruction, and health (HIV/AIDS)*

Critical Reading of the following Required Texts:

Nowrojee, Binaifer

1996 “Shattered Lives: Sexual Violence during the Rwandan Genocide and Its Aftermath.” New York: Human Rights Watch. [read 1-43].

Women’s Commission for Refugee Women and Children

2000 “Rebuilding Rwanda: A Struggle Men Can Not Do Alone.” New York: Women’s Commission for Refugee Women and Children. [read 1-28]

Watch Documentary: *Ghosts of Rwanda* (and *Ladies First*)

### Week 12

#### **IX Democratization and Women’s Rights in South Africa (March 29)**

*Civil and political rights; apartheid legacy and various levels of violence against women; social and economic rights (education)*

Critical Reading of the following Required Texts:

Mabandla, “Women in South Africa and the Constitution-Making Process,” pp. 67-71 (P&W)

Excerpts from Human Rights Watch, *Forgotten Schools: Right to Basic Education on Farms in South Africa*, [read only pages 1-51].

CEDAW, “South Africa,” Report of the *Committee on the Elimination of Discrimination against Women*, [read only 58-61].

### Week 13

#### **X Women’s Health and Human Rights in South Africa (April 5)**

*Human security; social and economic rights (health, HIV/AIDS)*

Critical Reading of the following Required Texts:

Harper, “Rights for All in the New South Africa,” [read 8-9]

Albertyne, “Contesting Democracy: HIV/AIDS and the Achievement of Gender Equality in South Africa,” [read 595-615].

Peris Jones, “‘A Test of Governance’: Rights-Based Struggles and the Politics of HIV/AIDS Policy in South Africa,” [read 419-47].

Watch video documentary: *State of Denial*

Week 14

**XI Women's Rights and Rape as a Weapon of War**

Critical Reading of the following Required Texts:

Hunt, Nancy Rose

2008 "An Acoustic Register, Tenacious Images, and Congolese Scenes of Rape and Repetition." *Cultural Anthropology*, 23(2), May: 220-253.

Nolen, Stephanie

2005 "'Not Women Anymore...': All sides of the Congo war have used rape as a weapon -- Even the peacekeepers." *Ms.* 15, no. 1, (2005): 56-62.

Puechguirbal, Nadine

2003 "Reports: Women and War in the Democratic Republic of Congo." *Signs*. 28(4): 1271-1283.

Week 15

Students' Presentations.

FLORIDA INTERNATIONAL UNIVERSITY
Course Revision for Global Learning Designation

DO NOT TYPE IN THIS BOX

Bulletin # :
Academic Year :

- 1. SCHOOL/COLLEGE SIPA/CAS DIV./DEPT. IN WHICH TAUGHT African & African Diaspora Studies
2. AFA 4 XXX
3. Course Title Global Hip Hop
4. Catalog Description/Major Topics
5. Prerequisite(s) None
6. Corequisite(s) None

SUBMIT ONE ORIGINAL COPY OF THIS FORM. ATTACH ONE HARD COPY AND ONE ELECTRONIC COPY OF THE COURSE SYLLABUS AND THE GLOBAL LEARNING ASSESSMENT MATRIX.

PROPOSAL REQUESTED BY:

Faculty Contact Prof. Noelle Theard (Type name) [Signature] 02/20/2012
ntheard@fiu.edu (Email address) 305-348-6860 (Phone number)
Chairperson (Dept./Div.) Dr. Jean Rahier (Type name) [Signature] 02/20/2012
Chairperson (Curr. Comm.) (Type name) (Signature) / / 20
College/School Dean (Type name) (Signature) / / 20

APPROVED BY:

Office of Global Learning Initiatives Director / / 20
Global Learning Curriculum Oversight Committee / / 20
Faculty Senate Chairperson / / 20
Academic Affairs V.P. / / 20

**Course Outcome Assessment for Upper Division Global Learning Courses**

Faculty Name: Noelle Theard

Course: AFA 4XXX Global Hip Hop

Academic Unit: AADS

Degree Program: Bachelors in African & African Diaspora Studies

Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Awareness:</b> Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</p>	<p>Assessment Activity/Artifact: One essay</p> <p>Evaluation Process: Students will be writing one essay. A rubric will be used to evaluate the global awareness aspect of that essay.</p>	<p>To be entered at end of course</p>
<p><b>Course Learning Outcome</b> <i>Students will be able to demonstrate knowledge of the interrelatedness of hip hop cultures at the local, transnational, and global level, and of hip hop cultures as intercultural systems.</i></p>	<p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	
<p><b>Use of Results for Improving Student Learning</b></p>		
<p>To be entered at end of course</p>		

**Course Outcome Assessment for Upper Division Global Learning Courses**

Faculty Name: Noelle Theard

Course: AFA 4XXX Global Hip Hop

Academic Unit: AADS

Degree Program: Bachelors in African & African Diaspora Studies

Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Perspective:</b> Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.</p> <p><b>Course Learning Outcome</b></p> <ul style="list-style-type: none"> <li>- Students will be able to position themselves in a dozen national contexts in order to understand how global hip-hop culture becomes localized in various cultures and communities around the world, and how this adaptable localization feeds back into global manifestations of the culture.</li> </ul>	<p>Assessment Activity/Artifact: One essay</p> <p>Evaluation Process: Students will be writing an essay. A rubric will be used to evaluate the global perspective aspect of their essays.</p> <p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	<p>To be entered at end of course</p>
<p><b>Use of Results for Improving Student Learning</b></p> <p>To be entered at end of course</p>		

**Course Outcome Assessment for Upper Division Global Learning Courses**

Faculty Name: Noelle Theard

Course: AFA 4XXX Global Hip Hop

Academic Unit: AADS

Degree Program: Bachelors in African & African Diaspora Studies

Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Engagement:</b> Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.</p>	<p>Assessment Activity/Artifact: <i>Term Paper</i></p> <p>Evaluation Process: Students will be writing a term paper. A rubric will be used to evaluate the global engagement aspect of their papers.</p> <p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	<p><i>To be entered at end of course</i></p>
<p><b>Course Learning Outcome</b> <i>Drawing upon reflections from their own personal backgrounds and interests, students will choose a particular social problem that global hip-hop has addressed, and analyze its effectiveness in solving larger global issues.</i></p>		
<p><b>Use of Results for Improving Student Learning</b> <i>To be entered at end of course</i></p>		

## **AFA 4370 GLOBAL HIP-HOP CULTURE**

Instructor: Noelle Theard  
Email: [ntheard@fiu.edu](mailto:ntheard@fiu.edu)  
Phone: (305) 348-6860  
Office: LC 304

Course hours: FULLY ONLINE

Office hours: Mon 3-5 or by appt

### **COURSE OBJECTIVES**

The course attempts to provide an answer to the fundamental question: how youth across the globe use hip-hop culture(s) to articulate identities, challenge the socio-political and economic status quo, and fight for civil and human rights.

This course is an exploration of hip-hop culture as it takes shape in different locations around the world. Particular attention will be paid to the transnational, geopolitical, and popular cultural vibrancy of the networks that hip-hop wields to build specific cultural communities in given national and global contexts. The linkages of hip hop to Diaspora networks will be examined throughout the various sections of the course.

The course will also provide a space for the discussion of a number of specific questions about hip hop cultures globally: the role of women, the intergenerational divides, and the usurping power of multinational entertainment corporations, among others. The goal is to provide students with a better understanding of how hip-hop has grown out of a rich legacy of transnational intellectualism, and how it is inspiring new forms of scholarship and political activism. We will trace the history of hip-hop by reading key theoretical texts from African Diaspora studies and Black studies scholars. The materials used in class will include, above and beyond scholarly texts, video and audio documents.

Hip hop's transnational history will be a main focus: the often-overlooked global roots, including its foundations in African culture with the importance of the drum and the griot; the deep impacts that Caribbean cultures, especially from Jamaica and Puerto Rico, have had on hip-hop's early development in New York City in the late 1970s. Moving forward, we will look at hip-hop cultures in continental Africa, specifically Senegal, Ghana, and Morocco; in Latin America, specifically Cuba, Brazil, and Colombia; in Europe, specifically France and England; and in Asia, Japan and Australia.

The course will draw upon hip-hop culture's tremendous ability to be leveraged in multiple localities while always referencing larger global issues. In each national context, we will analyze how voices from the margins, be they immigrant communities in Europe, indigenous communities in Australia, or political movements in Africa and Latin America, are using hip-hop not only to express themselves and their feelings but also to change their societies, and establish transnational networks.

### **STUDENT LEARNING OUTCOMES**

By the end of the course, students will be able to:

- Identify hip-hop culture's global 'roots and routes.'
- Appreciate the deep impacts of Black popular culture on global youth identities.
- Critically engage popular culture as a site for serious academic inquiry.
- Understand the intellectual legacy of hip-hop culture, which draws from Black studies, cultural studies, African and African Diaspora studies, history and geopolitics.
- Explain the influences of global cultures on the development of hip-hop, and understand the contributions that immigrant and indigenous cultures in Western societies have had on the culture's development.
- Understand hip-hop's theoretical framework as a counter-cultural force used by marginalized groups to create structures for challenging racism, silencing, and discrimination by hegemonic groups.
- Critique hip-hop cultural norms, especially those that reproduce systemic inequalities like sexism and consumerism.
- Synthesize the transnational connections that hip-hop culture has made globally.
- Analyze the ways in which hip-hop culture is co-opted by power, including state mechanisms and multinational entertainment corporations.
- Compare and contrast the different local forms that hip-hop culture has taken in a variety of national contexts.
- Identify the ways in which hip-hop culture has affected public policy in a variety of different countries in the U.S., Africa, and Latin America.
- Understand the diversity represented in global hip-hop cultures.

### **GL STUDENT LEARNING OUTCOMES**

- **GLOBAL AWARENESS:** Students will be able to demonstrate knowledge of the interrelatedness of hip hop cultures at the local, transnational, and global level, and of hip hop cultures as intercultural systems.
- **GLOBAL PERSPECTIVE:** Students will be able to position themselves in a dozen national contexts in order to understand how global hip-hop culture becomes localized in various cultures and communities around the world, and how this adaptable localization feeds back into global manifestations of the culture.
- **GLOBAL ENGAGEMENT:** Drawing upon reflections from their own personal backgrounds and interests, students will choose a particular social problem that global hip-hop has addressed, and analyze its effectiveness in solving larger global issues.

## COURSE REQUIREMENTS

- Students are required to read and watch all materials provided to them and participate in class discussions in Blackboard.
- Assignments include 2 essays, 8 short film reports, 5 short-answer quizzes, and a final paper/presentation.
- Students must be engaged learners and have regular access to Internet.

## FINAL GRADE CALCULATIONS

Class participation and facilitation	100 points
2 essays (50 points each)	100 points
8 film reports (50 points each)	400 points
5 Quizzes (50 points each)	250 points
Final paper and presentation	<u>150 points</u>
	1000 points total

## COURSE SCHEDULE

### **Week 1: Global Roots of U.S. Hip-Hop**

*Lecture:* As a foundation to the course, we will start by gaining a deeper understanding of the contributions made by American immigrant communities to the birth of hip-hop culture. We will also learn about the transcultural exchanges upon which global hip-hop is built, as well as establish the importance of popular culture as a field of serious academic inquiry.

*Required Reading:*

- Flores, Juan. "Puerto Rocks : Rap, Roots, and Amnesia."
- Chang, Jeff. "Jamaica's Roots Generation and the Cultural Turn," and "Making a Name: How DJ Kool Herc Lost His Accent and Started Hip-Hop."
- Kelly, Raegan. "Hip-hop Chicano: a separate but parallel story."
- Gilroy, Paul. "It's a Family Affair."

### **QUIZ 1 DUE**

### **Week 2: Global Routes of Hip-Hop**

*Lecture:* Beginning our journey, we will frame global hip-hop as an African Diaspora cultural movement that transcend national boundaries and affect multiple communities around the world. To this end, we will read two foundational texts on African Diaspora studies as well as two texts dealing specifically with global hip-hop. We will also watch a documentary film that traces these transnational developments.

*Film:* Furious Force of Rhymes

*Required Reading:*

- Gilroy, Paul. "Roots and Routes: Black Identity as an Outernational Project."
- Osumare, Halifu. Global hip-hop and the African diaspora / Halifu Osumare

- Jackson, Kennell. Black Cultural Traffic Introduction: traveling while Black.”
- Mitchel, Tony. “Global Noise Introduction: Another Root – Hip-Hop Outside the USA.”

## **FILM REPORT 1 DUE**

### **Week 3: African Hip-Hop: South Africa**

*Lecture:* African hip-hop is rich and vast, and in order to understand it, the lecture this week will focus on African history including a brief discussion of pre-colonial societies, a historical analysis of European colonialism, and most importantly African liberation struggles. These three topics are the wellspring for contemporary African hip-hop. We will start in South Africa, where hip-hop combated apartheid and had important political effects.

*Visuals:* Photo slide show presentation – South African Hip-Hop

#### *Required Reading:*

- Saucier, Kahlil. “Native Tongues: An African Hip-Hop Reader, Introduction: Hip-Hop Culture in Red, Black and Green.”
- Warner, Remi. “Colouring the Cape Problem Space: A Hip-Hop Identity of Passions.”

## **QUIZ 2 DUE**

### **Week 4: African Hip-Hop: Ghana**

*Lecture:* Ghana has a particularly important history in the struggles for the Pan-African movement and African independence across the continent, as it was the first country in sub-Saharan Africa to gain independence in 1957 under Kwame Nkrumah. Also, Ghana’s rich legacy of popular culture, especially in the hip-life music of the 1960s, was the foundation for Ghanaian hip-hop, which in turn influenced other African hip-hop movements.

*Film:* Hip-Life in Ghana

#### *Required Reading:*

- Odamtten, Harry. “Hip-Hop Speaks, Hip-Life Answers: Global African Music.”
- NPR: “From Ghana to Brooklyn: Learning from Hip-Hop.”

## **FILM REPORT 2 DUE**

### **Week 5: African Hip-Hop: Senegal**

*Lecture:* Senegal is of particular interest in contemporary African hip-hop movements, because it has had real effects on politics. This week, we will take extra interest in current events, including the past two elections in Senegal, and analyze how hip-hop has influenced Senegalese society. We will also come to understand how popular culture on a larger scale helps to create African societies.

*Film:* Democracy in Dakar

#### *Required Reading:*

- Appert, Catherine. “Rappin Griots: Producing the Local in Senegalese Hip-hop.”
- Niang, Abdoulaye. “Bboys: Hip-Hop culture in Dakar, Sénégal.”

## **FILM REPORT 3 DUE**

### **Week 6: French Hip-Hop and the Immigrant Experience**

*Lecture:* The second-largest hip-hop industry after the United States is in France, and it is built upon the African immigrant experience combined with great influences from Black consciousness movements in the US. This week we will analyze the multiple critiques of French society, so-called assimilationist policies, and current events in order to understand the important role that hip-hop played and continues to play in French society at large.

*Film:* La Haine

*Required Reading:*

- Helenon, Veronique. "Africa on their mind: rap, blackness, and citizenship in France."
- Huq, Rupa. "European youth cultures in a post-colonial world: British Asian underground and French hip-hop music scenes."

## **FILM REPORT 4 DUE**

### **Week 7: British Hip-Hop and GRIME**

*Lecture:* This week we will look at Black Britain and its manifestations of hip-hop culture, which are drawn largely from the Caribbean working class experience in and around London. We will look at how the varied, trans-Atlantic definitions of 'Black' and working class struggles are articulated through hip-hop and grime music and culture in Britain.

*Required Reading:*

- Hesmondhalgh, David and Caspar Melville. "Urban Breakbeat Culture: Repercussions of Hip-Hop in the United Kingdom."

## **QUIZ 3 DUE**

### **Week 8: Hip Hop in Palestine and the Israeli/Palestinian Conflict**

*Lecture:* Hip-hop culture is capable of promoting dialogue between the most disparate groups, such as in the case of the Israeli – Palestinian conflict. This week we will analyze how hip-hop has managed to interject some communication between the two sides, but even more, we will see just how powerful hip-hop has been in providing a means of expression for Palestinian youth.

*Film:* Slingshot Hip-Hop

*Required Reading:*

- Knopf Newman, Marcy Jane. "Hip-hop education and Palestine solidarity."

## **FILM REPORT 5 DUE**

### **Week 9: Hip-Hop and Muslim religion in Morocco**

Lecture: Religion plays a big part in all nations and in North Africa in particular. This week we will analyze how hip-hop culture provides a platform for both the promotion of and the critique of religion in Morocco.

Film: I Heart Hip-Hop in Morocco

Articles:

- “Swedenburg, Ted. “Islamic Hip-Hop vs. Islamophobia: Aki Nawaz, Natacha Alas, Akhenaton.”

#### **FILM REPORT 6 DUE**

#### **Week 10: Hip-Hop in Japan**

Lecture: Japanese technology played fundamental role in the creation of hip-hop from its very inception. Hip-hop culture in Japan is thriving, and it is coming into conflict with traditional notions of Japanese culture, and creating intergenerational tensions between elders and youth. This week we will analyze hip-hop’s powerful effects on Japanese society and popular conceptions of youth in Japan.

Required Reading:

- Condry, Ian. “A History of Japanese Hip-Hop: Street Dance, Club Scene, Pop Market.”

#### **QUIZ 4 DUE**

#### **Week 11: Hip-Hop and indigenous struggles in Australia and Pacific Islands**

Lecture: Indigenous struggles have found voice in hip-hop culture, which has created an extremely dynamic aboriginal hip-hop scene in Australia, and has pushed for native rights in the Pacific Islands. This week we will take a long look at how marginalized communities in these regions are using hip-hop to fight for their human rights.

Required Reading:

- Eliezer, Christie. “Aboriginal rappers on rise in Australia.”
- Maxwell, Ian. “Sydney Stylee: Hip-Hop Down Under Comin’ Up.”
- Mitchell, Tony. “Kia Kaha! (Be Strong!): Maori and Pacific Islander Hip-Hop in Aotearoa- New Zealand.”

#### **QUIZ 5 DUE**

#### **Week 12: Hip-Hop in Cuba**

Lecture: Cuban hip-hop is particularly fascinating, because of the ways in which it negotiates with state power. Early on, the government understood the power of hip-hop and actively promoted it through festivals and international exchanges, but as the youth began to use it to criticize inequalities in Cuban society, the government cracked down on the movement. Our goal this week is to understand why hip-hop is so powerful in Cuba and how it draws from revolutionary history and also critiques it.

Film: Inventos, Hip-Hop Cubano

Articles:

- Fernandez, Manuel. “Cuba ‘Underground:’ Los Aldeanos, Cuban Hip-Hop and Youth Culture.”

## **FILM REPORT 7 DUE**

### **Week 13: Latin American Hip-Hop: Brazil/Chile/Colombia**

*Lecture:* Latin America has proven to be one of the most fertile grounds for hip-hop culture to grow internationally. It is a radically unifying force that has reinvigorated ideas about Pan-Americanism and put those ideas into practice. Festivals and exchanges between countries are more and more common, and international links are creating a veritable movement with hip-hop culture at its core.

*Film:* Estilo Hip-Hop  
Latin American Hip-Hop slideshow

*Required Reading:*

- Munoz, German and Martha Marin. "Music is the connection: youth cultures in Colombia."

## **FILM REPORT 8 DUE**

### **Week 14: Final Projects**

Students present their papers via video presentations.

### **Week 15: Conclusion**

In the last week, students will synthesize what they have learned and write a personal reflection.

**FLORIDA INTERNATIONAL UNIVERSITY**  
**Course Revision for Global Learning Designation**

DO NOT TYPE IN THIS BOX

Bulletin # : \_\_\_\_\_  
 Academic Year : \_\_\_\_\_

1. SCHOOL/COLLEGE SIPA/CAS DIV./DEPT. IN WHICH TAUGHT African & African Diaspora Studies  
 DIV./DEPT. NO. ASIC DEPT. ACCOUNT NO. 202400101  
 (9 digits)
2. AFA 4 XXX  
 Alpha Prefix 1<sup>st</sup> Digit last 3 Digits "C"-lec-lab "L"-Lab Cr. Hrs.
3. Course Title Latin America and the Caribbean in Africa : South-South Interactions
4. Catalog Description/Major Topics (not to exceed 200 characters including spaces)  
An introduction to the historical and dynamic relationships that have unfolded since the 1500s between Latin America and the Caribbean, on one side, and Sub-Saharan Africa on the other.
5. Prerequisite(s): None
6. Corequisite(s) None

**SUBMIT ONE ORIGINAL COPY OF THIS FORM. ATTACH ONE HARD COPY AND ONE ELECTRONIC COPY OF THE COURSE SYLLABUS AND THE GLOBAL LEARNING ASSESSMENT MATRIX.**

**PROPOSAL REQUESTED BY:**

Faculty Contact Dr. Sharon Placide Sharon Placide 02, 20 / 2012  
 (Type name) (Signature)

placides@fiu.edu 305-348-6860  
 (Email address) (Phone number)

Chairperson (Dept./Div.) Dr. Jean Rahier Jean Rahier 02, 20 / 2012  
 (Type name) (Signature)

Chairperson (Curr. Comm.) \_\_\_\_\_ / \_\_\_\_ / 20  
 (Type name) (Signature)

College/School Dean \_\_\_\_\_ / \_\_\_\_ / 20  
 (Type name) (Signature)

**APPROVED BY:**

Office of Global Learning Initiatives Director \_\_\_\_\_ / \_\_\_\_ / 20

Global Learning Curriculum Oversight Committee \_\_\_\_\_ / \_\_\_\_ / 20

Faculty Senate Chairperson \_\_\_\_\_ / \_\_\_\_ / 20

Academic Affairs V.P. \_\_\_\_\_ / \_\_\_\_ / 20

**Course Outcome Assessment for Upper Division Global Learning Courses**

Faculty Name: Dr. Sharon Placide

Course: AFA 4XXX, Latin America and the Caribbean in Africa: South-South Interactions

Academic Unit: AADS Degree Program: Bachelors in African & African Diaspora Studies

Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Awareness:</b> Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</p>	<p>Assessment Activity/Artifact: <i>Term Paper</i></p> <p>Evaluation Process: Students will be writing a term paper. A rubric will be used to evaluate the global awareness aspect of their papers.</p>	<p><i>To be entered at end of course</i></p>
<p><b>Course Learning Outcome</b> <i>Students will be able to demonstrate knowledge of how much Latin American countries have been engaged in the socioeconomic and political realities of Sub-Saharan Africa from precolonial time to the postcolonial present.</i></p>	<p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	
<p><b>Use of Results for Improving Student Learning</b></p>		
<p><i>To be entered at end of course</i></p>		

**Course Outcome Assessment for Upper Division Global Learning Courses**

Faculty Name: Dr. Sharon Placide

Course: AFA 4XXXX, Latin America and the Caribbean in Africa, South-South Interactions

Academic Unit: AADS Degree Program: Bachelors in African & African Diaspora Studies

Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Perspective:</b> Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.</p> <p><b>Course Learning Outcome</b></p> <ul style="list-style-type: none"> <li>- Students will be able to appreciate the perspectives of Latin American, African, European and North American scholars and politicians on the growing involvement of Latin American countries in Sub-Saharan Africa throughout the history of globalization.</li> </ul>	<p>Assessment Activity/Artifact: <i>Term Paper</i></p> <p>Evaluation Process: Students will be writing a term paper. A rubric will be used to evaluate the global perspective aspect of their papers.</p> <p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	<p><i>To be entered at end of course</i></p>
<p><b>Use of Results for Improving Student Learning</b></p> <p><i>To be entered at end of course</i></p>		

**Course Outcome Assessment for Upper Division Global Learning Courses**

Faculty Name: Dr. Sharon Placide

Course: AFA 4XXXX, Latin America and the Caribbean in Africa: South-South Interactions

Academic Unit: AADS Degree Program: Bachelors in African & African Diaspora Studies

Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Engagement:</b> Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.</p> <p><b>Course Learning Outcome</b>  <i>Students will be able to propose solutions to specific problems in African contexts with the goal of suggesting specific involvement of Latin American countries.</i></p>	<p>Assessment Activity/Artifact:  <i>Term Paper</i></p> <p>Evaluation Process:                      Students will be writing a term paper. A rubric will be used to evaluate the global engagement aspect of their papers.</p> <p>Minimum Criteria for Success:                      75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample:                      All students will be assessed.</p>	<p><i>To be entered at end of course</i></p>
<p><b>Use of Results for Improving Student Learning</b>  <i>To be entered at end of course</i></p>		

# **LATIN AMERICA AND THE CARIBBEAN IN AFRICA: SOUTH-SOUTH INTERACTIONS**

**AFA 4XXX**

Instructor: Dr. Jean Rahier  
Phone: 305 348-6860  
Email: [Africana@fiu.edu](mailto:Africana@fiu.edu)  
Office: LC 304

## **COURSE DESCRIPTION & OBJECTIVES**

This course introduces students to the historical and dynamic relationships that have unfolded at least since the 1500s between Latin America and the Caribbean, on one side, and Sub-Saharan Africa on the other.

The earlier phases of these relationships are summarized at the beginning of the course. They are grounded on what could be called a “traditional” conception of the African diaspora—which sees the Atlantic Ocean as a space for unidirectional travelings of peoples and cultures from Africa to the Americas. Here, the focus is on the consequences of the Transatlantic Slave Trade on Latin American and Caribbean societies and cultures.

The remaining sections of the course are based on an interpretation of the Atlantic Ocean as a space of multi-directional crisscrossings of peoples, cultures, and goods. The early returns of slaves and Afrodescendants to West Africa are examined, along with the progressive involvements of Latin American and Caribbean countries in Sub-Saharan Africa from the 1960s—the decade that saw the start of Sub-Saharan African Independences—to the subsequent growth of the non-aligned movement that established early links among postcolonial countries, through the contemporary period characterized by the emergence of Brazil (among the BRIC countries) as a major player on the global stage. Indeed, as a Latin American economic power house, Brazil has been deploying an ever more visible South-South rhetoric in the management of its foreign relations. The course is therefore mostly focused, as indicated by its title, on the influences and interventions of Latin American and Caribbean nation-states on/in Sub-Saharan African nation-states than on the influences of Africa on Latin America and the Caribbean, even though the latter is seen as a precursor movement of the former. The course pays careful attention to the two Latin American countries with the most cultural, historic and contemporary ties to Sub-Saharan Africa: Brazil and Cuba. The beginning of the relationship of Brazil with Sub-Saharan Africa dates back to the slave trade and to the inclusion of Brazil in the Portuguese empire. The decline of the Portuguese empire quickly brought Brazil to a place of preeminence in the Lusophone world, overcoming Portugal itself. While after its Independence from Portugal Brazil’s government was mostly dominated by either the military or by conservative politicians who had limited interest for the Global South and for Africa in particular, things changed with the coming in the presidency of Fernando Henrique Cardoso in the mid-1990s. Since then, with President Luis Inácio Lula da Silva, and his successor president Dilma Rouseff, Brazil has developed and maintained a foreign policy that pays great attention to what is called South-South

relations, and to Sub-Saharan Africa in particular, above and beyond Portuguese-speaking African countries.

The relationship of Cuba with Sub-Saharan Africa developed in the context of the non-aligned movement (NAM) at first, and continued with its participation/inclusion—during the Cold War—in the socialist camp on the side of the Soviet Union. Cuba actively supported armed rebellions or intervened militarily in a number of Sub-Saharan countries.

The course then continues with an exploration of the historical linkages between the Caribbean and Sub-Saharan Africa, and of the current involvement of Caribbean and Sub-Saharan countries in the multilateral organization Africa-Caribbean-Pacific (ACP).

The course ends with an evaluation of contemporary socio-cultural, economic and political relations between Latin America, the Caribbean and Sub-Saharan Africa.

### **STUDENT LEARNING OUTCOMES**

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

- Understand the complexity of the historical and dynamic relationships between Latin America, the Caribbean and Sub-Saharan Africa.
- Comprehend the particularities of Brazil's place in the history of the Lusophone world.
- Understand the history of Cuban relations with, and military interventions in, a number of Sub-Saharan Countries.
- Appreciate critically the complexity of the so-called South-South relations, and the emergence of new forms of unequal international relations.
- Better understand the challenges faced by African nation-states when they attempt to develop their economies.
- Better understand the processes of Independence in Sub-Saharan Africa.
- Better understand the early African postcolonial period.
- Assess the contemporary economic situation of African countries as it relates to Latin America and the Caribbean.

### **GLOBAL LEARNING OUTCOMES**

- Students will be able to demonstrate knowledge of how much Latin American countries have been engaged in the socioeconomic and political realities of Sub-Saharan Africa from precolonial time to the postcolonial present. (GLOBAL AWARENESS)
- Students will be able to appreciate the perspectives of Latin American, African, European and North American scholars and politicians on the growing involvement of Latin American countries in Sub-Saharan Africa throughout the history of globalization. (GLOBAL PERSPECTIVES)
- Students will be able to propose solutions to specific problems in African contexts with the goal of suggesting specific involvement of Latin American countries. (GLOBAL ENGAGEMENT)

## MOODLE

There are no prerequisites for this course. However, all students are **REQUIRED** to regularly utilize Moodle for this course; **a minimum of twice a week is required**. Thus, in order to take this course, students must have access to a computer and be able to navigate the course's website. Through this website, students will be able to access all course information and materials (INCLUDING films), take the required examinations, view weekly course announcements, send messages to other students, participate in Moodle class discussions, and access grades

## COURSE GROUND RULES AND "NETIQUETTE"

- 1) ALL READINGS MUST BE DONE IN ADVANCE, ACCORDING TO THE SCHEDULE OF CLASSES (see below).
- 2) Papers are to be submitted through the ASSIGNMENT DROP BOX. NO late papers will be accepted for full credit without a medical excuse. Each day late will result in the loss of 10% of the total possible points.

SAMPLE SCENARIO: You do an excellent job on a paper that is due on October 19th. You submit it on time, you earn 5/5 pts. You submit it a day late, you earn 4.5/5 (A-). You submit it two days late, it drops to a 4/5 pts. (B-). ETC.

- 3) Plagiarism is a serious offense. If you use the work of other authors without giving them credit, you will receive a '0' for the assignment.
- 4) Papers must include a title, your name, the course name and number, and **page numbers**.
- 5) All email correspondence must begin with a salutation (Professor \_\_\_\_\_; Dear Dr. \_\_\_\_\_, Hi Professor \_\_\_\_\_, etc.) and end with your name. I will not read your email if you fail to include this.
- 6) NO TEXT SHORTHAND (ie: u, ur, omg, etc.).
- 7) This course will include on-line discussion. It is IMPERATIVE that you address your peers in a respectful manner even if/when you disagree with their opinion.

## COURSE REQUIREMENTS

### ***COURSE PARTICIPATION***

Students must participate in this course a minimum of two times per week. Students must read and comment on the required readings and/or view the films at the beginning of each week. Then, at least once during the week, students must contribute to on-line class discussions.

### ***FILM REACTION PAPERS***

There are three (3) film reaction papers (2-3 pages, 12 pt, double-spaced) assigned throughout the course. Students can choose any three of the required films in the course on which to write a reaction paper, however each paper is **due the Monday after the film is assigned**. These papers are evaluated based upon the discussion of the themes in the film, the incorporation of your own personal reaction to the film, and the quality of writing.

### ***EXAMS***

There are three (3) exams based on assigned readings and films. These exams will be a combination of multiple choice and short essay questions and will be available to students on

Moodle **7 days before their due dates**. Exams will be evaluated based on students' ability to demonstrate and articulate key themes and information presented in course materials. Thus, it is critical that students are familiar with these materials in order to be successful on the exams.

### **RESEARCH PAPER**

A 10-15 page research paper will be due at the end of the semester. It will need to be focused on one specific population or geographic context, and engage with the literature and debates explored in class. This research paper is not a report. The difference between a report and a research paper is that in a research paper, you are asking a research question whereas in a report you are relaying general information about a subject. Asking a research question helps you to be more specific in the information that you provide.

There are two basic components to this research paper. One component is the specific topic concerning the presence, intervention of any kind, or influence of Latin America in a particular country. This topic can be historical or contemporary. If you are looking at a contemporary phenomenon, be sure to limit the historical background that you provide to 2-3 pages so that you can focus on current examples of and questions concerning the phenomenon. The other component of this research paper is the way that this topic is related to the themes that are addressed in this course. Thus, in this research paper, you will explore one area of Latin American presence/influence/intervention in Africa that is of particular interest to you and relate it to the theme or themes that are addressed in the course. A successful research paper will include a discussion of how the research topic is connected to one or more of the themes addressed in class.

There are three stages of writing the research paper, each of which have a corresponding assignment. The first is the description of the research topic, which is to be submitted to the instructor who will then provide feedback. The second is an annotated bibliography, which the instructor will also review and comment on. The third is the research paper itself. Students who would like to receive feedback on their research papers prior to submitting a final draft may do so at a minimum of three weeks prior to the paper's final due date.

### **GRADING**

"Informed" participation in class discussions, and on Moodle:	15
3 Film Reaction Papers (5 points each);	15
3 In class examinations (10 points each):	30
1 Research Paper	40
<b>Total</b>	<b>100</b>

### **REQUIRED BOOKS**

A number of articles and book chapters that are also required readings have been uploaded on the Moodle site associated with this course. They are detailed below, in the Schedule of Classes, for each week of class they must be read by. The following books must be purchased.

Naro, Nancy Priscilla; Sansi-Rosa, Roger; and David Treece (Eds.)

2007 *Cultures of the Lusophone Atlantic*. Basingstoke, Hampshire, GBR: Palgrave McMillan.  
Schaumloeffel, Marco Aurelio  
2008 *Tabom. The Afro-Brazilian Community in Ghana*. Bridgetown: Custom Books  
Publishing.

## RECOMMENDED READING

Dávila, Jerry  
2010 *Hotel Trópico: Brazil and the Challenge of African Decolonization, 1950–1980*.  
Durham, NC: Duke University Press.

## SCHEDULE OF CLASSES

### Week 1.

General Introduction: review of course outline; discussion of the importance of the course's  
subject matter.

### Week 2.

I Contemporary theorizings of the African Diaspora

II The History of the Transatlantic Slave Trade-based African Diaspora in Latin America

Required Readings

Palmer, Colin

2000 "The African Diaspora." *The Black Scholar*. 30, no. 3-4, (Fall 2000): 56-60.

Yelvington, Kevin

2001 "The Anthropology of Afro-Latin America and the Caribbean: Diasporic Dimensions."  
*Annual Review of Anthropology* Vol. 30: 227-260.

Restall, Matthew and Jane Landers

2000 "The African Experience in Early Spanish America." *The Americas*, vol. 57, n<sup>o</sup>2,  
October: 167-170.

Go through the Power Point presentation on Diaspora theorizings

Required Viewing of Films

Gates, Henry Louis Jr.

2010 "Black in Latin America: Brazil a Racial Paradise?" PBS Video

<http://video.pbs.org/video/1906000944/>

2010 "Black in Latin America: Cuba the next revolution" PBS Video

<http://video.pbs.org/video/1898347038/>

### Week 3.

III Brazil and Africa (1): The Making of the Lusophone Atlantic

Required Readings

Naro, Nancy Priscilla; Sansi-Roca, Roger and David Treece

2007 "Introduction: The Atlantic Between Scylla and Charybdis." In *Cultures of the Lusophone Atlantic*. Edited by N.P. Naro, R. Sansi-Roca and D. Treece. Basingstoke, Hampshire, GBR: Palgrave MacMillan: 1-18.

Sansi-Roca, Roger

2007 "The Fetish in Lusophone Africa." In *Cultures of the Lusophone Atlantic*. Edited by N.P. Naro, R. Sansi-Roca and D. Treece. Basingstoke, Hampshire, GBR: Palgrave MacMillan: 19-40.

Havik, Philip

2007 "KrioI without Creoles: Rethinking Guinea's Afro-Atlantic Connections (Sixteenth to Twentieth Centuries)." In *Cultures of the Lusophone Atlantic*. Edited by N.P. Naro, R. Sansi-Roca and D. Treece. Basingstoke, Hampshire, GBR: Palgrave MacMillan: 41-74.

#### **Week 4**

##### IV Brazil and Africa (2): The Making of the Lusophone Atlantic

###### Required Readings

Ferreira, Roquinaldo

2007 "Atlantic Microhistories: Mobility, Personal Ties, and Slaving in the Black Atlantic World (Angola and Brazil)." In *Cultures of the Lusophone Atlantic*. Edited by N.P. Naro, R. Sansi-Roca and D. Treece. Basingstoke, Hampshire, GBR: Palgrave MacMillan: 99-128.

Naro, Nancy Priscilla

2007 "Colonial Aspirations: Connecting Three Points of the Portuguese Black Atlantic." In *Cultures of the Lusophone Atlantic*. Edited by N.P. Naro, R. Sansi-Roca and D. Treece. Basingstoke, Hampshire, GBR: Palgrave MacMillan: 129-146.

Guran, Milton

2007 "Agudás from Benin: "Brazilian" Identity as a Bridge to Citizenship." In *Cultures of the Lusophone Atlantic*. Edited by N.P. Naro, R. Sansi-Roca and D. Treece. Basingstoke, Hampshire, GBR: Palgrave MacMillan: 147-158.

#### **Week 5**

##### V History and Ethnography of the Brazilian Presence in West Africa (1)

###### Required Reading

Schaumloeffel, Marco Aurelio

2008 *Tabom. The Afro-Brazilian Community in Ghana*. Bridgetown: Custom Books Publishing.

#### **Week 6**

##### V History and Ethnography of the Brazilian Presence in West Africa (2)

###### Required Readings

Soumoni, Elisée.

2008 "The Afro-Brazilian Communities of Ouidah and Lagos in the Nineteenth Century: A Comparative Analysis" In *Africa and the Americas : interconnections during the slave trade*. Edited by Josê C. Curto and Renêe Soulodre-LaFrance. Trenton, NJ: Africa World Press: 231-242.

Verger, Pierre

1984 "Latin America in Africa" in *Africa in Latin America: Essays on History, Culture, and Socialization*. Manuel Moreno Fraginals, editor New York: Holmes and Meier Publishers Inc.: 273-285.

Watch the video on Moodle:

"Pierre Fatumbi Verger : mensageiro entre dois mundos - messenger between two worlds."

## **Week 7**

### VI Contemporary Economic Linkages of Brazil to Sub-Saharan Africa

#### Required Readings

Santos-Paulino, Amelia U.

2011 Trade specialization, export productivity and growth in Brazil, China, India, South Africa, and a cross section of countries. *Economic Change and Restructuring* 44, no. 1-2: 75-97

Lechini, Gladys

2007 “The Multipolar Moment? Latin America and the Global South - Middle Powers: IBSA and the New South-South Cooperation.” *NACLA report on the Americas*. 40, no. 5: 28-33.

Flemes, Daniel

2009 India-Brazil-South Africa (IBSA) in the New Global Order. *International Studies* 46, no. 4: 401-421.

Flemes, Daniel

2009 “Brazilian Foreign Policy in the Changing World Order.” *South African Journal of International Affairs*, vol. 16 , no. 2: 161 -82.

## **Week 8**

### VII Brazil and South Africa among the IBSA Countries

#### Required Readings

Dupas, Gilberto

2006 “South Africa, Brazil and India: Divergence, Convergence and Alliance Perspectives.”

In, *India, Brazil and South Africa--Perspectives and Alliances*. Fábio Villares , ed. Sao Paulo: Institute for the Study of International Economics.

Le Pere, Garth L.

2006 “International strategies and the south-south dialogue in the Lula administration : lasting alliances or ephemeral coalitions?” In *India, Brazil and South Africa: Perspectives and Alliances*. Villares, F. Editor. São Paulo, Brazil: IEEI, Instituto de Estudos Econômicos e Internacionais : Editora UNESP.

## **Week 9**

### VIII Legacy of Cuban musical influence in Africa in the 1960s and 1970s

#### Required Readings

Collins, John

1992 *West African Pop's Roots*. Philadelphia: Temple University Press.

Read the section II “Feedback”: 49-68.

Shain, Richard M.

2002 "Roots in Reverse: Cubanismo in 20<sup>th</sup> Century Senegalese Music." *International Journal of African Historical Studies*. 35 (1): 83-101

White, Bob W.

2002 "Congolese Rumba and Other Cosmopolitanisms." *Cahiers d'Etudes Africaines*. 62 (4). 168: 663-86.

White, Bob W.

2008 *Rumba rules: the politics of Dance Music in Mobutu's Zaire*. Durham: Duke University Press. Read the chapter "The Zairian Sound": 27-64.

### **Week 10**

#### IX History of Cuba's military interventions in Africa

Required Readings

Gleijeses, Piero

2006 "Moscow's Proxy? Cuba and Africa 1975-1988." In *Journal of Cold War Studies* 8, no. 4 (2006): 98-146.

Brittain, V.

2002 "Cuba in Africa." *New Left review*. no. 17: 166-172.

### **Week 11**

#### X The Caribbean in Sub-Saharan Africa: Historical Perspectives (1)

Required Readings

Helenon, Véronique

2011 *French Caribbeans in Africa: Diasporic Connections and Colonial Administration, 1880-1939*. New York: Palgrave-McMillan.

### **Week 12**

#### X The Caribbean in Sub-Saharan Africa: Historical Perspectives (2)

Required Readings

Helenon, Véronique

2011 *French Caribbeans in Africa: Diasporic Connections and Colonial Administration, 1880-1939*. New York: Palgrave-McMillan.

Critical viewing of documentary by Raoul Peck: "Lumumba or the Death of a Prophet."

**Week 13****XI Latin America and Africa in Contemporary Economic Contexts**

## Required Readings

Southall, Roger and Henning Melber

2009 *A new scramble for Africa?: imperialism, investment and development*. Scottsville, University of KwaZulu-Natal Press.

**Week 14**

Student Presentations

**Week 15**

Final Examination

**FLORIDA INTERNATIONAL UNIVERSITY**  
**Course Revision for Global Learning Designation**

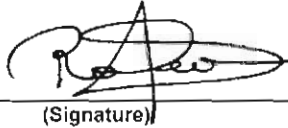
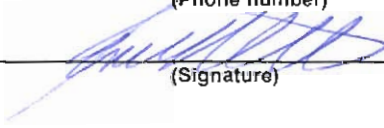
**DO NOT TYPE IN THIS BOX**

Bulletin # : \_\_\_\_\_  
 Academic Year : \_\_\_\_\_

1. SCHOOL/COLLEGE SIPA/CAS DIV./DEPT. IN WHICH TAUGHT African & African Diaspora Studies  
 DIV./DEPT. NO. ASIC DEPT. ACCOUNT NO. 202400101  
 (9 digits)
2. AFH 2 000  
 Alpha Prefix 1<sup>st</sup> Digit last 3 Digits "C"-lec-lab "L"-Lab Cr. Hrs.
3. Course Title African Civilizations
4. Catalog Description/Major Topics (not to exceed 200 characters including spaces)  
An Introductory level overview of Ancient African origins of Civilization, Religion and Philosophy.
5. Prerequisite(s): None
6. Corequisite(s) None

**SUBMIT ONE ORIGINAL COPY OF THIS FORM. ATTACH ONE HARD COPY AND ONE ELECTRONIC COPY OF THE COURSE SYLLABUS AND THE GLOBAL LEARNING ASSESSMENT MATRIX.**

**PROPOSAL REQUESTED BY:**

Faculty Contact	<u>Dr. Jean Rahier</u> (Type name)	 (Signature)	<u>02/20/12</u>
	<u>jarahier@fiu.edu</u> (Email address)	<u>305-348-6860</u> (Phone number)	
Chairperson (Dept./Div.)	<u>Dr. Kenneth Lipatito</u> (Type name)	 (Signature)	<u>1</u> / <u>20</u>
Chairperson (Curr. Comm.)	_____ (Type name)	_____ (Signature)	<u>1</u> / <u>20</u>
College/School Dean	_____ (Type name)	_____ (Signature)	<u>1</u> / <u>20</u>

**APPROVED BY:**

Office of Global Learning Initiatives Director	_____	<u>1</u> / <u>20</u>
Global Learning Curriculum Oversight Committee	_____	<u>1</u> / <u>20</u>
Faculty Senate Chairperson	_____	<u>1</u> / <u>20</u>
Academic Affairs V.P.	_____	<u>1</u> / <u>20</u>

FLORIDA INTERNATIONAL UNIVERSITY
Course Revision for Global Learning Designation

DO NOT TYPE IN THIS BOX
Bulletin #:
Academic Year :

- 1. SCHOOL/COLLEGE SIPA/CAS DIV./DEPT. IN WHICH TAUGHT African & African Diaspora Studies
2. AFA 3 153
Alpha 1st last 3 "C"-lec-lab Cr. Hrs.
Prefix Digit Digits "L"-Lab
3. Course Title African Civilizations
4. Catalog Description/Major Topics (not to exceed 200 characters including spaces)
An Introductory level overview of Ancient African origins of Civilization, Religion and Philosophy.
5. Prerequisite(s): None
6. Corequisite(s) None

SUBMIT ONE ORIGINAL COPY OF THIS FORM. ATTACH ONE HARD COPY AND ONE ELECTRONIC COPY OF THE COURSE SYLLABUS AND THE GLOBAL LEARNING ASSESSMENT MATRIX.

PROPOSAL REQUESTED BY:

Faculty Contact Dr. Jean Rahier (Type name) [Signature] 02, 20, 12 12
irahier@fiu.edu (Email address) 305-348-6860 (Phone number)
Chairperson (Dept./Div.) Dr. Jean Rahier (Type name) [Signature] 02, 20, 12 12
Chairperson (Curr. Comm.) (Type name) (Signature) / / 20
College/School Dean (Type name) (Signature) / / 20

APPROVED BY:

Office of Global Learning Initiatives Director / / 20
Global Learning Curriculum Oversight Committee / / 20
Faculty Senate Chairperson / / 20
Academic Affairs V.P. / / 20

**Course Outcome Assessment for Upper Division Global Learning Courses**

Faculty Name: Dr. Jean Rahier

Course: AFH 2000 Cross-listed with AFA 3153, African Civilizations

Academic Unit: AADS Degree Program: Bachelors in African & African Diaspora Studies

Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Awareness:</b> Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</p>	<p>Assessment Activity/Artifact: <i>Term Paper</i></p> <p>Evaluation Process: Students will be writing a paper. A rubric will be used to evaluate the global awareness aspect of their papers.</p>	<p><i>To be entered at end of course</i></p>
<p><b>Course Learning Outcome</b> <i>Students will be able to demonstrate knowledge of how much local African realities have been interrelated with global, international, and intercultural issues, movements, trends, and systems.</i></p>	<p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	
<p><b>Use of Results for Improving Student Learning</b></p>		
<p><i>To be entered at end of course</i></p>		

**Course Outcome Assessment for Upper Division Global Learning Courses**

Faculty Name: Dr. Jean Rahier

Course: AFH 2000 Cross-listed with AFA 3153, African Civilizations

Academic Unit: AADS Degree Program: Bachelors in African & African Diaspora Studies Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Perspective:</b> Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.</p>	<p>Assessment Activity/Artifact: <i>Term Paper</i></p>	<p><i>To be entered at end of course</i></p>
<p><b>Course Learning Outcome</b></p> <p>- Students will be able to take into consideration both African, Western, and other perspectives when conducting analyses of African realities and history, as they are influenced by global and international forces, in ever growing intercultural contexts.</p>	<p>Evaluation Process: Students will be writing a paper. A rubric will be used to evaluate the global perspective aspect of their papers.</p> <p>Minimum Criteria for Success: 75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample: All students will be assessed.</p>	<p><i>To be entered at end of course</i></p>
<p><b>Use of Results for Improving Student Learning</b></p>		
<p><i>To be entered at end of course</i></p>		

**Course Outcome Assessment for Upper Division Global Learning Courses**

Faculty Name: Dr. Jean Rahter

Course: AFH 2000 Cross-listed with AFA 3153, African Civilizations

Academic Unit: AADS Degree Program: Bachelors in African & African Diaspora Studies Semester Assessed: Spring 2012

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Engagement:</b> Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.</p> <p><b>Course Learning Outcome</b>  <i>Students will be able to propose solutions to specific problems taken from local, global and intercultural African socio-historical realities and from African history.</i></p>	<p>Assessment Activity/Artifact:  <i>Term Paper</i></p> <p>Evaluation Process:                      Students will be writing a paper. A rubric will be used to evaluate the global engagement aspect of their papers.</p> <p>Minimum Criteria for Success:                      75 percent of students will reach a grade of 75% or higher for the entire assessment.</p> <p>Sample:                      All students will be assessed.</p>	<p><i>To be entered at end of course</i></p>
<p><b>Use of Results for Improving Student Learning</b>  <i>To be entered at end of course</i></p>		

**AFH 2000 AFRICAN CIVILIZATIONS**  
**AFA 3153 AFRICAN CIVILIZATIONS, PHILOSOPHY & RELIGIONS**

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**GENERAL INFORMATION**

<b>Professor:</b> Dr. Jean Muteba Rahier, Associate Professor of Anthropology and African & African Diaspora Studies	<b>Phone:</b> (305) 348-2246
<b>Office Hours:</b> By phone or through Blackboard chat by appointment or in person in LC 308 (Modesto Maidique Campus).	<b>Fax:</b> (305) 348-3270
<b>E-mail:</b> Via Blackboard 9 Messages system <b>only</b>	

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**COURSE SUMMARY AND GENERAL OBJECTIVES**

This course seeks to answer the question: Did civilizations exist in Africa prior to direct contacts with Europeans in the late 15<sup>th</sup> century? We hope to answer the question in the affirmative by exploring diverse forms of precolonial African civilizations defined in terms of complex political organizations and cultural formations comparable to other world civilizations. Since seldom do civilizations emerge in absolute vacuum, we will emphasize both the local origins of African political and social systems while considering the extent to which African civilizations borrowed from and integrated external ideas. We will also explore evidence of Africa's contributions to other world civilizations. Through trade and religious activities, Africa participated in the global exchange of ideas and goods. Thus, contrary to popular and sometimes rather racist perceptions still prevailing in some quarters in the "West," Africa was not isolated from the rest of the world until the era of European exploration, but rather, it was part of the world wide web of commercial and cultural interactions.

The course covers Ancient Egypt, Kush, Nubia, the West African Islamic kingdoms and empires, East-Central and Southern Africa before 1870 (Swahili City States, Great Zimbabwe and the Kongo Kingdom, ...), the eastern slave trade and the transatlantic slave trade, the scramble for Africa and its partition at the 1884-1885 conference of Berlin among the European powers at the time, and a glimpse on the installation of European colonialism.

## COURSE'S LEARNING OBJECTIVES

1. By completing the requirements for this African history survey, therefore, students will acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students will have the ability to refer to the knowledge acquired in order to engage critically with the still too numerous stereotypical representations of Africa that circulate in mass media.
3. This knowledge will furnish students with insights into the origins and nature of contemporary issues in continental Africa and in the world at large, and with a foundation for future comparative understandings of all human civilizations.
4. Students will also be able to think critically through the study of diverse interpretations of historical events and to apply that skill in careful analysis and appreciation of primary and secondary historical sources.

Course materials are designed to help students acquire or enhance their written and oral communication skills necessary for analyzing historical documents.

## GL STUDENT LEARNING OBJECTIVES

By the end of the course:

- Students will be able to demonstrate knowledge of how much local African realities have been interrelated with global, international, and intercultural issues, movements, trends, and systems. (GLOBAL AWARENESS)
- Students will be able to take into consideration both African, Western, and other perspectives when conducting analyses of African realities and history, as they are influenced by global and international forces, in ever growing intercultural contexts. (GLOBAL PERSPECTIVES)
- Students will be able to propose solutions to specific problems taken from local, global and intercultural African socio-historical realities and from African history. (GLOBAL ENGAGEMENT)

## TEXTBOOKS (see FIU bookstores)

Keim, Curtis

2009 *Mistaking Africa: Curiosities and Inventions of the American Mind*. Second Edition. Boulder: Westview Press. ISBN 9780813343860

Gilbert, Erik and Jonathan T. Reynolds

2012 *Africa in World History: From Prehistory to the Present*. Third Edition. Boston: Pearson. ISBN 9780205053995

**DO NOT PURCHASE OTHER EDITIONS OF THESE BOOKS.**

In the schedule of classes below, other required readings (articles or chapters) are indicated, along with specific page numbers in the two books listed above. These other required readings are all available in pdf on this site, in their respective module.

**COURSE PREREQUISITES**

There are no prerequisites for this course.

**METHOD OF ASSESSMENT**

3 Papers (8 to 10 double spaced pages each, with .12 font, 200 points per paper) = 600	600
Three quizzes=15% (This is to ensure that you follow the schedule and do the readings in due time). (50 points each)	150
Active and sophisticated participation, made in due time, in the e-discussions initiated by the professor.	200
African Geography quiz (will be administered early in the course)	50
Extra credit	100
<b>Total</b>	<b>1000 (1,100)</b>

Please note the **total points possible in this course is 1,100**; extra credit points have been built into the method of assessment (I will calculate the final grade as if your total number of points was out of 1,000). There will be **NO OTHER OPPORTUNITIES FOR EXTRA CREDIT** given for any reason in this course. The extra credit assignment will be revealed and explained early in the semester along with its due date.

**GRADING**

920 and above = A      890-910 = A-    870-880 = B+  
830-860 = B            800-820 = B-    770-790 = C+

740-760 = C            700-730 = C-   650-790 = D+  
620-640 = D            Below 620 = F

## **PAPERS**

This is a Gordon Rule course, which means that it is a writing intensive course. This is why 60% of your final grade (600 points out of 1,000) will come from the grades you obtain for each one of your 3 papers. (8 to 10 double spaced pages each, with .12 font)

### **The following should help you understand how your papers will be graded:**

"C" essays will clearly demonstrate understanding of the question and will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer evidence from the materials covered, Power Point presentations, maps, videotaped lectures, films, and discussions to support your thesis; and a conclusion that reiterates your basic argument.

"B" essays will include: all of the above requirements for a "C" essay plus more relevant data and analyses than is found in an average essay.

"A" essays will include: all of the above requirements for a "B" essay plus more data and some indication of independent or extended thought. In addition, an "A" essay will be clean of all minor grammatical errors and typos.

"D" and "F" essays: We do not anticipate giving "D" and "F" grades but any essay that fall below the basic requirement for a "C" essay will certainly qualify for "D" or "F."

The grading will give important credit for references to the uploaded films and videotaped lectures (see schedule of classes).

The professor requires that all students use the AAA format when writing all three papers. You will find the AAA guideline booklet on the main content page.

The professor has a zero tolerance for plagiarism, as per the FIU policies (see course's homepage). Any student who is caught plagiarizing will receive an "F" grade for the course. In such a case, the professor will request from FIU's Academic Affairs that this "F" grade not be removed. Your papers must be uploaded **in Word** on the FIU course's website, in the Turnitin.com folder. This process will help the professor to detect any plagiarism. **REPORTS THAT ARE NOT UPLOADED ON THE COURSE'S WEBSITE BY THE STUDENT WILL NOT BE GRADED.**

## **LATE PAPERS**

No Late Paper will be accepted.

## **QUIZZES**

Three quizzes will be administered throughout the semester. This is to make sure that you keep visiting the site and keep doing the required readings and the assignments on time. These quizzes will be taken online, during a limited period of time, and will consist in a series of short answer questions. Obviously, you must have gone through the material for each covered section of the course covered prior to the time availability of

the quiz and before you decide to take the quiz. This strategy is the only way you can get an “A” grade on the quizzes.

## **DISCUSSIONS**

You are required to do the assigned readings before participating in the discussion pages. The professor has provided some questions to guide the discussions of pertinent materials. I therefore recommend that you take these questions very seriously. Please, consult with me or the TA if you are having difficulties in the course.

Keep in mind that our main responsibility is to help you succeed in this course so please take advantage of this opportunity.

As indicated 20% (200 points) of the final grade will be reflective of your level of participation in the chapter discussions that the professor will initiate. There will be more than one discussion open per chapter. The chapter discussions will be open for a limited time period, which will correspond to the chapter we are covering in each specific week (see schedule of classes). When the discussions of a specific chapter will close, the discussions of the following chapters will automatically be available. What is looked for here with this system is your enthusiastic participation IN DUE TIME. It is highly recommended that you keep up with the program set up in the syllabus and calendar. Participation in chapter discussions help students to score better in quizzes and write better papers. At the end of the semester, the professor will review the level of participation of each student in the course's e-archives and assign a participation grade accordingly. The objective of these discussions is to provide the students with the opportunity to discuss material that might be novel and surprising. Discussions help the comprehension of new concepts. However, in order to facilitate the actual discussions, and make sure that they stay on focus, students should enter relatively brief (3 paragraphs maximum) interventions at a time. Twice a week, the professor will take a look at the evolving discussions and intervene as he sees it necessary. **The e-space of the discussions may NOT be used for the transmission of personal messages from a student to another, or from a student to the professor. For the latter, the course's e-mail and message posting systems must be used.**

## **DISCUSSION OF GLOBAL LEARNING REQUIRED READING**

### **FIU WRITING CENTER**

This is a writing intensive course. That is why 60% of your final grade is determined by how well you will write papers. I strongly recommend that you make good use of the Writing Center. **Seeking assistance from the Writing Center DOES NOT constitute academic misconduct.** Consult the Center's website for further information:  
<http://writingcenter.fiu.edu/>

## **ADDITIONAL GROUND RULES**

- 1) Papers must include a title, your name, the course name and number, and **page numbers**.
- 2) All email correspondence must begin with a salutation ("Professor Rahier", "Dear Dr. Rahier", "Hi Professor," etc.) and end with your name. I will not read your email if you fail to include this.
- 3) In this course, we will be discussing topics some might consider sensitive, provocative, or taboo such as race, sexuality, and religious beliefs. It is imperative that you express your opinions in a respectful manner.

## **COURSE CALENDAR**

### **Module 1**

#### **Week 1**

#### **Introduction to the course and other details**

- Watch the Professor's welcome video to the course
- Read this syllabus carefully
- Purchase the 2 books without delay (they are available at the FIU bookstore on MMC)

#### **I. Curiosities and Inventions of the American Mind (1)**

##### **A Introduction**

- Changing Our Mind About Africa
- How We Learn

- Watch the professor's videotaped introduction of module I
- Read the "Instructions" documents with summarized important information about the course
- Read in Curtis Keim's *Mistaking Africa*: pages vii-34.
- Watch the videotaped lecture by Kenneth Vickery:  
Lecture 1. Finding the "Lost Continent"
- Participate in the e-discussions for module 1

#### Additional Resources:

- Watch the 1939 film "Tarzan Finds a Son"
- Go through the Power Point Presentation "Map Essay"

### **Module 2**

#### **Week 2**

#### **I. Curiosities and Inventions of the American Mind (2)**

##### **B The Weight of Unilineal Evolutionism in the Making of Stereotypes about Africa**

- The Origins of "Darkest Africa"
- "Our Living Ancestors": Twentieth-Century Evolutionism
- Real Africa, Wise Africa
- We Should Help Them

- Watch the professor's videotaped introduction of module 2
- Read in Curtis Keim's *Mistaking Africa*: pages 35-104.

- Watch the videotaped lecture by Kenneth Vickery:  
Lecture 2. Africa's many natural environments
- Participate in the e-discussions for module 2

### **Module 3**

#### **Week 3**

#### **I. Curiosities and Inventions of the American Mind (3)**

##### **C Cannibalism in Africa and Other Additional Misperceptions**

- Cannibalism: No Accounting for Taste
- Africans Live in Tribes, Don't They
- Safari: Beyond Our Wildest Dreams
- Africa in Images
- Race and Culture: The Same and the Other
- From Imagination to Dialogue

- Watch the professor's videotaped introduction of module 3
- Read in Curtis Keim's *Mistaking Africa*: pages 105-188.
- Watch the first 30 minutes of "The Naked Prey"
- Watch the videotaped lecture by Kenneth Vickery:  
Lecture 4. The cradle of humankind
- Participate in the e-discussions for module 3 and in the GL discussion initiated by the professor on the GL required reading indicated below in this weekly section.

#### **Recommended reading:**

Hume, Peter

1998 "Introduction: The Cannibal Scene." *Cannibalism and the Colonial World*. Edited by F. Barker, P. Hume and M. Iversen. Cambridge: Cambridge University Press: 1-38.

Appiah, Kwame Anthony

2006 "The Case for Contamination". *The New York Times* (This is the Global Learning required reading).

**• Quiz 1 available from Thursday 01/26 at 12:01am until Sunday 01/29 at midnight. One attempt for 50 minutes.**

### **Module 4**

#### **Weeks 4 & 5**

#### **II Africa Up to 1500 C.E. (1)**

- Physical Context of African History: Geography and Environment
- Africa and Human Origins
- Finding Food and Talking about It: The First 100,000 Years
- Settled Life: Food Production, Technology, and Migrations
- North and Northeast Africa in Early World History

- Watch the professor's videotaped introduction of module 4
- Read in Gilbert & Reynolds' *Africa in World History*: pages xi-84.
- Go through the Power Point Presentations 1 to 5
- Watch the videotaped lectures by Kenneth Vickery:

Lecture 3. A Virtual Tour of the Great Land  
Lecture 5. Crops, cattle, iron—taming a continent  
Lecture 6. Kinship and community—societies take shape

- Participate in the e-discussions for module 4
- Do the map quiz (it will be available from 02/06 at 12:01am through 02/12 at midnight).**
- Paper 1 due on Sunday 02/12 at midnight. The focus of the paper will be revealed to students on 01/30 at 12:01am (see assignment dropbox).**

### Module 5

#### **Weeks 6 & 7**

#### **II Africa Up to 1500 C.E. (2)**

-Africa and the Early Christian World  
-North and West Africa and the Spread of Islam  
-East Africa and the Advent of Islam

- Watch the professor's videotaped introduction of module 5
- Read in Gilbert & Reynolds' *Africa in World History*: pages 85-138.
- Go through the Power Point Presentation "The Religious Landscape: A Brief Overview"
- Go through the Power Point Presentations 6 to 8
- Watch the videotaped lectures by Kenneth Vickery:
  - Lecture 7. Like nothing else—the ancient Nile valley
  - Lecture 8. Soul and spirit—religion in Africa
  - Lecture 9. Ethiopia—Outpost of Christianity
- Participate in the e-discussions for module 5
- Quiz 2 available from Thursday 02/23 at 12:01am until Sunday 02/26 at midnight. One attempt for 50 minutes.**

### Module 6

#### **Weeks 8, 9, 10 (Spring Break), and 11**

#### **III Africa Since 1500 C.E.**

-Slavery and the Creation of the Atlantic World  
-West and Central Africa: 1500-1880  
-North Africa and the Soudan: 1500-1880  
-East Africa: 1500-1850  
-Southern Africa: 1500-1870

- Watch the professor's videotaped introduction of module 6
- Read in Gilbert & Reynolds' *Africa in World History*: pages 139-261.
- Go through the Power Point Presentations 9 to 13
- Watch the videotaped lectures by Kenneth Vickery:
  - Lecture 10. West Africa's "Golden Age"
  - Lecture 11. The Swahili commercial world
  - Lecture 13. The Atlantic slave trade- the scope
  - Lecture 14. The Atlantic slave trade- the impact
  - Lecture 15. South Africa—the Dutch Cape colony

Lecture 16. South Africa—The Zulu Kingdom

Lecture 17. South Africa- The frontier and unification

•Participate in the e-discussions for module 6

•**Paper 2 due on Sunday 03/25 at midnight. The focus of the paper will be revealed to students on 03/12 at 12:01am (see assignment dropbox).**

## Module 7

### **Weeks 12 & 13**

#### **IV Africa in the Era of European Colonialisms**

-Colonialism and African Resistance

-Economic Change in Modern Africa: Forced Integration in the World System

-Political Change in the Time of Colonialism

-African Culture in the Modern World

•Watch the professor's videotaped introduction of module 7

•Read in Gilbert & Reynolds' *Africa in World History*: pages 262-359.

•Go through the Power Point "The Colonial Period"

•Go through the Power Point Presentations 14 to 17

•Watch the videotaped lectures by Kenneth Vickery:

Lecture 19. Prelude to the "scramble for Africa"

Lecture 20. European conquest and African resistance

Lecture 21. Colonial Africa- new realities

Lecture 22. Colonial Africa—Comparisons and change

•Participate in the e-discussions for module 7

## Module 8

### **Weeks 14 & 15**

#### **V From the End of Colonialism to Contemporary Africa**

-Politics of the Era of Decolonization and Independence

-Contemporary Africa

•Watch the professor's videotaped introduction of module 8

•Read in Gilbert & Reynolds' *Africa in World History*: pages 360-415.

•Go through the Power Point Presentations 18 to 19

•Watch the videotaped lectures by Kenneth Vickery:

Lecture 23. The lion awakens—the rise of nationalism

Lecture 24. The peaceful paths to independence.

Lecture 25. The Congo- promise and pain

Lecture 26. Segregation to apartheid in South Africa

Lecture 27. The armed struggles for independence

Lecture 28. The first taste of freedom

•Participate in the e-discussions for module 8

•**Quiz 3 available from Thursday 04/19 at 12:01am until Sunday 04/22 at midnight.**

**One attempt for 50 minutes.**

**Week 16**

**Last Week of the Semester**

•Paper 3 due on Sunday 04/22 at midnight. The focus of the paper will be revealed to students on 04/09 at 12:01am (see assignment dropbox).

**FLORIDA INTERNATIONAL UNIVERSITY**  
**Proposal for Global Learning Designation**

<b>DO NOT TYPE IN THIS BOX</b>
Bulletin # : _____
Academic Year : _____

- SCHOOL/COLLEGE CAS DIV./DEPT. IN WHICH TAUGHT GSS  
 DIV./DEPT. NO. \_\_\_\_\_ DEPT. ACCOUNT NO. 204500 101  
 (9 digits)
- GEA 3 600 3  
 Alpha Prefix 1<sup>st</sup> Digit last 3 Digits "C"-lec-lab "L"-Lab Cr. Hrs.
- Course Title POPULATION + GEOGRAPHY OF AFRICA
- Catalog Description/Major Topics (not to exceed 200 characters including spaces)  
The course explores the key development theories + approaches  
deployed on the continent over the last 150 years through the lens
- Prerequisite(s): — of resources (water,
- Corequisite(s) — bodies, land, oil + diamonds, forest,  
etc)

**SUBMIT ONE ORIGINAL COPY OF THIS FORM. ATTACH ONE HARD COPY AND ONE ELECTRONIC COPY OF THE COURSE SYLLABUS AND THE GLOBAL LEARNING ASSESSMENT MATRIX.**

**PROPOSAL REQUESTED BY:**

Faculty Contact	<u>CAROLINE FARIA</u>	<u>Cfaria</u>	<u>2</u> / <u>20</u> / <u>2012</u>
	(Type name)	(Signature)	
	<u>cvfaria@fiu.edu</u>	<u>786 247 9631</u>	
	(Email address)	(Phone number)	
Chairperson (Dept./Div.)	<u>RODERICK NEUMANN</u>	<u>[Signature]</u>	<u>2</u> / <u>20</u> / <u>2012</u>
	(Type name)	(Signature)	
Chairperson (Curr. Comm.)	_____	_____	___ / ___ / 20__
	(Type name)	(Signature)	
College/School Dean	_____	_____	___ / ___ / 20__
	(Type name)	(Signature)	

**APPROVED BY:**

Office of Global Learning Initiatives Director	_____	___ / ___ / 20__
Global Learning Curriculum Oversight Committee	_____	___ / ___ / 20__
Faculty Senate Chairperson	_____	___ / ___ / 20__
Academic Affairs V.P.	_____	___ / ___ / 20__

## Course Outcome Assessment for Global Learning Courses

Faculty Name: Caroline Faria

Course: GEA 3600 Africa Population and Geography

Academic Unit: Global & Sociocultural Studies

Degree Program: BA Geography

Semester Assessed: Spring 2013

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Awareness:</b> Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</p>	<p>Assessment Activity/Artifact: Students produce a short (5 minute) film teaching one key concept in development theory/practice that has been deployed on the African continent by countries of the Global North.  Students must highlight the actors, agencies and ideologies that underpin this development policy and the connections between people and places across the local, global and intercultural.</p>	
<p><b>Course-Learning Outcome</b>  Students will be able to demonstrate knowledge of the interrelations of actors, agencies and ideologies that underpin development policy and practice as it has shaped the African Continent. These connections operate across local, global and intercultural scales.</p>	<p>By researching and 'teaching' the topic students will learn a development theory/policy and a case study that demonstrates the positive/negative outcomes of this policy.  Students train with the Video Broadcasting Center on basic film techniques. They then research and edit together a series of secondary and primary video and audio material from internet sources and library archives to teach 1 concept to the class.  Evaluation process: Students are assessed both by myself and their peers. A standard rubric is handed out that offers the students to give structured feedback on the film production and content. Only I assign a grade but the class feedback is taken into account. All the feedback sheets are copied and return to each group member.  Minimum Criteria for Success: B Sample: All students</p>	
<p><b>Use of Results for Improving Student Learning:</b></p>		

**Course Outcome Assessment for Global Learning Courses**

Faculty Name: Caroline Faria  
 Course: GEA 3600 Africa Population and Geography  
 Academic Unit: Global & Sociocultural Studies

Degree Program: BA Geography

Semester Assessed: Spring 2013

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Perspective:</b> Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.</p>	<p>Assessment Activity/Artifact: A debate</p> <p>Students will debate in class 2-3 perspectives on a key issue facing Africa (such as desertification/global warming, the impacts of the transatlantic slave trade, the success of gender equality development tools...)</p> <p>Evaluation Process:            Students review a set of readings before class and come prepared with 2-3 typed arguments for and against the debate statement. The class is divided into two key debate groups (which rotate over the course of the semester). At the close of a structured debate the class moved into general discussion aimed at including those who are not involved in the debate.</p> <p>Key arguments were taken in and assessed. Two points for each reasonable and well informed argument (max 10)</p> <p>Minimum Criteria for Success: 6/10</p> <p>Sample: All students</p>	
<p><b>Course Learning Outcome.</b></p> <p>Students will be able to conduct a multi-perspective analysis of the connections between local, global, international, and intercultural problems that affect an African community.</p>		
<p><b>Use of Results for Improving Student Learning</b></p>		

## Course Outcome Assessment for Global Learning Courses

Faculty Name: Caroline Faria

Course: GEA 3600 Africa Population and Geography

Academic Unit: Global & Sociocultural Studies

Degree Program: BA Geography

Semester Assessed: Spring 2013

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
<p><b>Global Engagement:</b> Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.</p>	<p>Assessment Activity/Artifact: Pre/post reflective think pieces/blogs.</p> <p>In week 1 of class students will respond to two stimuli – an audio piece and a written extract from two African authors who describe the dominant representations of Africa critically. Students must discuss how the pieces make them feel and describe their own understanding of the continent and its peoples. At the close of the class, we return to this exercise. Students are given a recent media article on an issue affecting Africa and they write a similar think piece reflecting on it. In class during our final session we discuss how their assumptions have/have not shifted and why.</p>	
<p><b>Course Learning Outcome</b></p> <p>Student will reflect upon their assumptions about marginalized subjects and spaces and how these are formed through political and historical processes. They will demonstrate a willingness to move beyond these assumptions when forming solutions to local or global problems.</p>	<p>Evaluation Process: I will review the think pieces from the start and close of the class. Of those students who held uncritical assumptions of Africa at the start, I will examine whether and how these have shifted over the course of the semester. I will expect to see a shift towards a more critical attitude/ set of assumptions in 50% of these students.</p> <p>Sample: All students.</p>	
<p><b>Use of Results for Improving Student Learning</b></p>		

Name (you receive credit for providing feedback!): \_\_\_\_\_

**GEA 3600: Population and Geography of Africa**  
**Film Assignment: Feedback sheet**

Group topic: \_\_\_\_\_

Please provide **kind but constructive** 😊 feedback to the group by checking the relevant box and adding your own notes. The goal of your feedback is to help the students improve in presentations they do in the future and to get a sense of how you experienced their (very hard) work!

	Excellent	Good	Fine	Weaker/ less clear
<b>Requirement:</b> The video clearly defines and discusses 1 key concept related to class				
The video content (images, text, music) works effectively to develop my understanding and interest in the concept/ case study in question				
The video demonstrates at least 1 way that local and international actors/agencies or theories of development are connected				
Students demonstrate strong research skills in their efforts to find/make new visual/audio material				
The voiceover/text was effective in conveying the message of the video and moving it forward				
The pace of the video was balanced				
My favorite part of the video was.... (and why?):				
One area for improvement might be....				
How did the film show connections between the local and global in this case study?				
One question your video left me asking was (content based or about how the film was made)....				

*Please note this syllabus is subject to minor changes. See the syllabus posted on our Moodle page for most up to date version*

## **GEA 3600 Population and Geography of Africa**

**Instructor:** Dr. Caroline Faria ([cvfaria@fiu.edu](mailto:cvfaria@fiu.edu))

**Teaching Assistant:** Alessandra Rosa ([aless12@gmail.com](mailto:aless12@gmail.com))

**Office:** SIPA Level 3, room 308

**Office hours:** MW 2pm-3pm (or by appointment)

**Class meets:** MWF 1pm-150pm in Golden Panther Arena 121

See our Moodle page on your MyFIU for sign-up pages, assignments, message boards, announcements etc.

### **Course Description**

- How are popular representations of Africa reflected in development policy?
- What are the historical and globalized roots of 'underdevelopment' in Africa?
- What were the outcomes of big dam and fishing projects in Ghana and Tanzania?
- Is global warming the cause of the conflict in Darfur, Sudan?
- What are the ethics around diamond mining in Sierra Leone and oil drilling in Nigeria?
- How have women combined feminist and environmentalist efforts in Kenya?
- How has the 'War on Terror' reshaped African geopolitics?

Welcome to GEA 3600 Population and Geography of Africa! This course critically examines the major approaches to development on the African continent with a focus on African resources. We will review how these approaches are connected to and underpinned by historically persistent representations, policies and political inequalities and the ways in which they have changed over time. Using a case study approach we will consider one major resource each week, from water to wildlife, forests to farms, airways to rangelands, and including a consideration of African bodies themselves as resources and sites of development. Through these examples we will explore, discuss and debate the ideological foundations of varied development approaches and their political, social and economic outcomes for African people and places. In doing so we will also examine the ways in which African people and places are linked to broader international process. Finally we will pay attention each week to the ways in which dominant development practices have been taken up, resisted and reworked by Africans in varied ways.

Key theoretical goals of the class:

- To critically examine changing ideas of development in Africa in the context of a range of resources
- To historicize the construction of varied contemporary environments in Africa and related ecological and development issues
- To examine the links between representations of Africa and African bodies and historical and contemporary forms of extraction, exploitation, and development
- To consider the ecological, social and political outcomes of oil and mineral resource extraction, water, forest and rangeland management projects, conservation efforts and agricultural development in Africa
- To explore how ecological challenges are being addressed across a range of scales; from the global to the local

Key learning goals of the class:

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

- *Describe and critique* the dominant approaches to development in Africa
- *Connect* key problems around ecology and development in Africa to histories, ideologies, policies, and resistances within and beyond the continent
- *Critically evaluate* a range of visual, textual and oral evidence relating to development and ecology in Africa
- *Participate* in key debates about the role of the environment in African 'development' and 'underdevelopment'
- *Write* in varied styles and review your peers' written work

Key Global Learning (GL) goals for the class:

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelations of actors, agencies and ideologies that underpin development policy and practice as it has shaped the African Continent.
- **Global Perspectives:** Students will be able to conduct a multi-perspective analysis of the connections between local, global, international, and intercultural problems that affect an African community
- **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. They will reflect upon their assumptions about marginalized subjects and spaces and how these are formed through political and historical processes.

### **Required Texts**

- A series of articles and book chapters are available on our Moodle page.
- Film material is available on course reserve from the library (level 5).

### **Using Moodle**

Our course will be on ecampus moodle at <https://ecampus.fiu.edu/> Plan to use and check the website regularly. You will log in to the site with the same username and password that you use for your email. For tech support with ecampus moodle, contact them at: 305-348-2284 or in the Green Library Room 249. It is your responsibility to assure that you have access to the course moodle page. If you have technical difficulties that cannot be resolved, contact myself or Alessandra Rosa (aless12@gmail.com), our teaching assistant.

### **Requirements**

#### **1. In-class participation (15%)**

*Due during class session*

You will be expected to come to all classes and to be prepared to discuss the reading material for that day. All students can expect to be called upon for participation. Examples of 'participation' include the following and will be a useful way to prepare for in-class quizzes and writing exercises.

- Noting down the key words that arose for you from the readings
- Commenting on the readings and connecting readings to lecture/ other student's comments
- Raising questions about the content of the reading or lecture material

- Responding to the preparatory questions that may be posed
- Providing insights into your understanding of the key concepts
- Connecting different students' comments and ideas together

In addition, during class we may complete a variety of short exercises intended to help you make connections between the class material (perhaps a lecture, radio or film clip, photograph, newspaper article etc) and the course readings for that day. These exercises may take the form of a peer review on your written work, pop quiz on the readings, a worksheet connected to a film or another class material, a short written reflective piece, or a group activity. A portion of these exercises will be collected at the end of session for grading.

## **2. Weekly blogs (~2% each = 15%)**

*Due by 6pm on Wednesdays OR Fridays (one blog per week, set to a consistent day)*

Each week, prior to ONE of the week's sessions you will be expected to write a short (400 word) post to the moodle blog. These blogs should provide a thoughtful commentary and critical engagement with the readings, highlighting the connections and contrasts and listing 1-3 key words/ concepts that tie them together. Discuss the most interesting/ frustrating/ exciting/ engaging etc aspect of the pieces for you, closing with 1-2 thoughtful questions raised by the readings to prompt in-class discussion. Posts are due by 6pm on the day before the class session for which the reading is set. Bloggers in particular will be called upon to comment, raise questions and facilitate discussion. You can find a grade guide used to assess these essays at the course moodle site. Please sign up for your chosen regular **blog day in week 1 of class**. If you join the class after week 1 I will assign you a blog day and the list will be posted on Moodle.

## **3. Short Film/Video Mash Up Presentation (15%)**

*Due on assigned dates from week 5 on (one presentation per student only, groups of 3 students)*

From week 5 on, groups of 3 students will produce and present a short film to the class aimed at teaching and reviewing a key course concept. These films can include visual and audio material produced originally by students and/or collected from a range of sources and edited together into short films no longer than 5 minutes. Students should introduce their video with a brief (1-2 minute) discussion of why they chose their theme and what they would like students to think about as they view the film. The presentation will close with a Q and A session and a discussion of the key themes raised. We will review these as a class on Fridays as a way to stimulate discussion, to learn about new case studies researched and to review key concepts of the class so far. You will be asked to **sign up for your chosen presentation week in week 1**. If you join the class after week 2 I will assign you a group and the list will be posted on Moodle.

## **5. Three course tests (35%)**

You will complete three tests during the semester. These are designed to encourage you to review the key concepts, case studies and ideas presented in the class as we move through it. The tests will include a series of multiple-choice, short and mid-length written responses in which you will be asked to define key concepts and discuss the class lectures, film and reading material. More information to come.

## **6. Final research paper (20%)**

*(5% = preliminary paper drafts, 15% = final paper)*

*Format: 10-12 pages, 12 font, 1.5 space, 1-inch margins, stapled. Include a bibliography in Harvard or Chicago Reference Format. No late or emailed final assignments will be accepted.*

In your final research paper I would like you to take up one key issue that we have covered in class (the history of colonialism, debt, unfair trade, corruption, nationalism, land ownership, food aid, ethnic conflict etc). Your paper should make an argument as to why this is a key challenge and/or opportunity for Africa and Africans. You may choose to frame it around a critique of one of the class readings or one of the class films. What is the history of this issue, how did it develop and why? What models of development are connected to this issue (if any)? What are the impacts of this issue on the people and places within Africa (and *which* people and places in particular)? What social, cultural, political, economic and ecological factors are tied to this issue? How are people and places outside of Africa implicated or involved in this issue? Are there other related issues we must consider? How might this issue be addressed and by whom? In your paper you should focus in on a case study that illustrates this issue/problem – in this way you can ground your arguments in a real-life situation that affects people and places in Africa. This is your opportunity to take up an issue that is of particular interest to you and to explore it further independently. The research for your paper should come from a range of sources. Your first stop will be the wealth of resources we have covered in class; lectures, course films and course readings. I have included supplementary readings to assist you. You must then combine this with your own independent library research that may include other films available in the library and scholarly articles and books. Please note that Internet evidence may be used only where the source is considered relatively reliable (eg Governmental or Multi-lateral institutional statistics from the World Health Organization, the UN, or USAID). You will be assessed on:

- The quality of your argument about why your chosen issue is a key challenge for Africa
- Your integration of class concepts and materials
- The quality of research materials you have found yourself
- Your writing style including clarity, structure, spelling and grammar.

Throughout the course of the class you will complete mini-assignments that will build up to the final written piece. No late or emailed mini-assignments are accepted and you can only receive credit for these pieces if you hand them in on time and in class. More information to follow.

### **Course Content**

Please note that all required readings should be completed before class.

#### **Week 1: January 9<sup>th</sup> – 13<sup>th</sup>**

##### **Representing Africa I: African voices**

**Due:** Sign up for chosen blog days and presentation dates, complete assigned readings, homework blog assignment on Adichie

In our first 2 weeks we will consider the ways in which Africa is commonly understood and represented in scholarly, policy-based and creative materials produced by those outside of it. Our goal is to be aware of these problematic representations in order to understand their power and to establish a more critical and complex understanding of the Continent.

Monday:

- This syllabus

Wednesday:

- Wainaina, B. (2006) 'How to write about Africa' *Granta* January 92-95

Friday:

- Listen to: Adichie, C. (2009) 'The danger of the single story', presentation for TED, July, Oxford, England. Available at:  
[www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story.html](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html)

**Homework assignment: DUE THURSDAY WEEK 1 by 6pm, 350-400 word requirement**

Read the article by Wainaina and listen to Adichie's account. Write a few lines on how her story and Wainaina's piece made you feel (intrigued, bored, frustrated, angry...? Describe your emotions explicitly). At what particular points did you experience particular emotions and why do you think this was the case? In your answer, tie in a discussion of the connections perhaps the contrasts between Wainaina's piece and Adichie's words. Close by articulating at least 1 question raised by your reflection of these pieces.

**Week 2: January 16<sup>h</sup> - 20<sup>h</sup>**

**Representing Africa II: the myth of the Dark Continent**

In week 2 we continue thinking about the historical and contemporary problematic representations of Africa.

Wednesday:

- Brantlinger, P. (1985) "Victorians and Africans: The Genealogy of the Myth of the Dark Continent" in *Critical Inquiry* 12 Autumn

Friday:

- Jarosz, L. (1992) 'Constructing the Dark Continent: Metaphor as Geographic Representation of Africa' *Geografiska Annaler* 74B(2): 105-115

**Week 3: January 23<sup>rd</sup> - 27<sup>h</sup>**

**African bodies 1: development through extraction**

In this week we will consider historical forms of development in Africa that have focused on African bodies as objects for resource extraction. We will focus here on the slave trade.

Wednesday:

- Issue 1. Did the Trans-Atlantic Slave Trade Underdevelop Africa?  
YES: Lovejoy, P. (1989) "The Impact of the Atlantic Slave Trade on Africa: A Review of the Literature", *Journal of African History*, [pp. 4 of *Taking Sides*]

Friday:

- NO: Thornton, J. (1992) excerpts from *Africa and the Africans in the Making of the Atlantic World, 1400-1680*, Cambridge University Press, [pp. 13 of *Taking Sides*]

Supplementary Readings:

- Northrup, (2001) 'Why were Africans enslaved?' in *The African Slave Trade*, 1-23
- Northrup, (2001) 'The effects of the slave trade' in *The African Slave Trade*, 101-132
- Rodney, W. (1961/1974) 'Europe and the Roots of African Underdevelopment - 1885' in *How Europe Underdeveloped Africa*, ch 4.

## Week 4: January 30<sup>th</sup> – February 3<sup>rd</sup>

### **The People and the Parks: conservation as development**

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In week 4 we consider national parks and African wildlife as a key ecological resource on the continent. We will review the colonial history of conservation and critically examine the implications of conservation as development for African ecologies and African peoples.

Monday:

- Neumann, R. (2002) The postwar conservation boom in British Colonial Africa. *Environmental History*, Vol. 7(1): 24-4

Wednesday:

- Issue 12. Is Community-Based Wildlife Management a Failed Approach [pp. 29 in *Taking Sides*]  
YES: Balint, P. and Mashinya, J. (2006) “The Decline of a Model Community-Based Conservation Project: Governance, Capacity, and Devolution in Mahenye, Zimbabwe”, *Geoforum* [pp. 231 in *Taking Sides*]

Friday:

- NO: Rihoy, L., Chirozva, C. and Anstey, S. (2010) “‘People are Not Happy’: Crisis, Adaptation, and Resilience in Zimbabwe’s CAMPFIRE Programme,” in F. Nelson (ed), *Community Rights, Conservation and Contested Land: The Politics of Natural Resource Governance in Africa*, [pp. 242 in *Taking Sides*]

Supplementary Readings:

- Igoe, J. (2004) ‘The Maasai NGO Movement and Tanzania’s Transition from Fortress Conservation to Community-Based Conservation.’ In *Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota*, Wadsworth Publishing, 103-133
- Igoe, J. (2004) ‘Fortress Conservation: A Social History of National Parks’ In *Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota*, Wadsworth Publishing, pp. 69-100.
- West, P. and Brockington, D. (2006) ‘An anthropological perspective on some unexpected consequences of protected areas’ *Conservation Biology* 20(3): 609-616

## Week 5: February 6<sup>th</sup> - 10<sup>th</sup>

### **Politicizing Rangelands: debating overpopulation**

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Monday: In-Class test 1 (weeks 1-4)

Friday: Film presentation

In week 5 we turn to a discussion of rangeland ecologies and rangeland management as a form of development. We will critically review the arguments around overpopulation, climate change and desertification and consider some of the possible political, social and environmental roots of rangeland resource conflicts.<sup>1</sup>

Monday:

- In-class test on class material from week 1 to 4

Wednesday:

- Issue 10. Is Food Production in Africa Capable of Keeping Up With Population Growth? [pp. 194 in *Taking Sides*] YES: Mortimore, M, and Tiffen, M. Population

and Environment in Time Perspective: The Machakos Story *People and Environment in Africa* John Wiley and Sons, 1995 [pp. 196 in *Taking Sides*]

- NO: Murton, J. (1999) Population Growth and Poverty in Machakos District, Kenya. *The Geographical Journal* [pp. 205 in *Taking Sides*]

Friday:

- Issue 9. Is Climate Change a Major Driver of Agricultural Shifts in Africa? [pp. 176 of *Taking Sides*]  
YES: Kurukulasuriya, P. et al (2006) Will Africa Survive Climate Change? *World Bank Economic Review*, [pp. 178 of *Taking Sides*]
- NO: Mertz, O., Mbow, C., Reenberg, A. and Diouf, A. (2009) Farmers' Perception of Climate Change and Agricultural Adaptation Strategies in Rural Sahel, *Environmental Management* [pp. 184 in *Taking Sides*]

Supplementary Readings:

- De Waal, A. (2007) 'Is Climate Change the Culprit for Darfur?' Read online at: <http://www.ssrc.org/blogs/darfur/2007/06/25/is-climate-change-the-culprit-for-darfur/>
- Rowntree, K., Duma, M., Kakemo, V., Thornes, J. (2004) 'Debunking the myth of overgrazing and soil erosion' *Land Degradation and Development*, Vol. 15(3): 203-214
- Davis, D. (2005) 'Indigenous Knowledge and the desertification debate: problematising expert knowledge in North Africa' *Geoforum*, Vol. 36(4): 509-524

**Week 6: February 13<sup>th</sup> - 17<sup>th</sup>**

### **The politics of water: modernization and privatization**

Friday: Film presentation

This week we turn to the hotly contested debates around water resources in Africa. We consider the positive and negative outcomes of large dam projects and fish introduction projects as a form of development through modernization as well as the contemporary politics around the privatization of water.

Monday:

- Lenocho, T. (2005) 'Beneath a fluid surface: the Volta Valley, the Dente Shrine and Kete-Krachi, Ghana' MA Thesis
- -- (1997) Nile Perch: Marketing Success or ecological disaster? Originally available through *Seafood International*. Now available online at <http://www.megapesca.com/nileperch.html>
- Reynolds, J.E. and Greyboval, D.F (1988) 'Appendix: The Nile Perch Question: A General Review' *FAO documents*. Available at: <http://www.fao.org/docrep/005/t0037e/t0037e09.htm>

Wednesday:

- Bond, P. (2004) The Political Roots of South Africa's Cholera Epidemic in Mercer, MA. and Gish, O. (eds) (2004) *Sickness and Wealth* South End Press chapter 10
- Issue 5. Have Free-Market Policies Worked for Africa?, [pp. 72 of *Taking Sides*]  
YES: Pamacheche, F. and Koma, B. (2007) "Privatization in Sub-Saharan Africa – An Essential Route to Poverty Alleviation," *Africa Integration Review* [pp.74 in *Taking Sides*]

Friday:

- NO: Mkandawire, T. (2005) 'The Global Economic Context' in B. Wisner, C. Toulmin, and R. Chitiga (eds) *Towards a New Map of Africa*, Earthscan [pp. 88 in *Taking Sides*]

## Week 7: February 20<sup>nd</sup> - 24<sup>th</sup>

### Whose Farm? Modernization, neoliberalism and shifting land rights

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Wednesday: Draft 1 of final paper (see handout for details)

Friday: Film presentation

Agricultural resources are central both to the everyday subsistence of many Africans and a significant form of internal and external revenue. This week we examine some of the historical and contemporary controversies around agricultural land tenure and land rights on the continent.

Monday:

- Berry, S. (2002) Debating the Land Question in Africa *Comparative Studies in Society and History* Vol. 44(4): 638-668 [a long piece, focus on the events up to 1980]

Wednesday:

- Palmer, P. (1990) Land Reform in Zimbabwe, 1980-1990 *African Affairs* Vol. 89: 163-181

Friday:

- Anon. 2009. Buying farmland abroad: Outsourcing's third wave. *The Economist* 23 May.

Supplementary Readings:

- A useful site with links covering a range of issues relating to Southern African land redistribution: <http://www.pbs.org/newshour/bb/africa/land/archive.html>
- Millman, J. and Thurow, R. (2008). Food Crisis Forces a New Look at Farming. *Wall Street Journal* 10 June.

## Week 8: February 27 – March 2<sup>nd</sup>

### The Green and Gene Revolutions in African farming

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Friday: Film presentation

In week 8 we take a critical look at some of the shifting development policies linked to agriculture focusing on the Green and Gene Revolutions. Here we will debate their varied social, ecological, political and economic impacts.

Monday:

- Conway, G. 'From the Green Revolution to the Biotechnology Revolution: food for poor people in the 21<sup>st</sup> Century'

Wednesday:

- Holt-Gimenez, E. (2006). Ten reasons why the Rockefeller and the Bill and Melinda Gates Foundations' alliance for another Green Revolution will not solve the problems of poverty and hunger in sub-Saharan Africa. *Food First Policy Brief* No. 12.

Friday:

- Issue 11. Does African Agriculture Need a Green Revolution? [pp. 217 *Taking Sides*]  
YES: Annan, K. (2007) Remarks on the Launch of the Alliance for a Green Revolution in Africa at the World Economic Forum, Cape Town South Africa, June 14 [pp. 219 in *Taking Sides*]

- NO: Thompson, C. (2007) Africa: Green Revolution or Rainbow Revolution? *Foreign Policy in Focus*, July 17. [pp. 223 in *Taking Sides*]

### Week 9: March 5<sup>th</sup> - 9<sup>th</sup>

#### Feeding the famine? Food aid or food trade

Wednesday: Draft 2 final paper (see handout for details)

Friday: Film presentation

This week we continue our focus on food and agriculture, examining the debates around food aid and the possibilities for fair trade as an alternative form of development.

Monday:

- Zerbe, Noah (2004) 'Feeding the Famine? American Food Aid and the GMO debate in Southern Africa' in *Food Policy* 29 pp 593-608

Wednesday:

- Petit, N. Ethiopia's Coffee Sector: A Bitter or Better Future? *Agrarian Change*, Vol. 7(2): 225-263

Friday:

- Issue 8. Does Foreign Aid Undermine Development in Africa? [pp. 157 in *Taking Sides*]  
YES: Moyo, D. (2009) Why Foreign Aid is Hurting Africa *The Wall Street Journal*, March. [pp. 159 in *Taking Sides*]  
• NO: Shah, A. (2009) Slamming Aid *Policy Review*, June/July [pp. 164 in *Taking Sides*]

### Week 10: March 12<sup>th</sup> - 16<sup>th</sup>

#### SPRING BREAK

Spend this week resting, reviewing class material from weeks 5-9 for our next test and working on your final research paper.

### Week 11: March 19<sup>th</sup> - 23<sup>rd</sup>

#### Forest ecologies: gender and development models

Monday: In-class Test

Friday: Film presentation

In week 11 we examine African forests. We will use the case study of forestland to examine the rise of Gender and Development approaches in international policy, as well as more localized forms of 'eco-feminism'.

Monday:

In-class test (weeks 5-9)

Wednesday:

- Issue 14. Are Women in a Position to Challenge Male Power Structures in Africa? [pp. 282 in *Taking Sides*]  
YES: Schroeder, R. (1999) *Shady Practices: Agroforestry and Gender Politics in The Gambia* University of California Press. [pp. 284 in *Taking Sides*]

Friday:

- NO: Human Rights Watch (2003) *Double Standards: Women's Property Rights Violations in Kenya* [pp. 290 in *Taking Sides*]

**Week 12: March 26<sup>th</sup> – 30<sup>th</sup>**

**Oceans & Airways: geopolitical shifts and the War on Terror in Africa**

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Friday: Film presentation

This week we explore the ways in which Africa has been used as a site for geopolitical strategy and conflict between the 1960s and today. In particular we examine the impact of the Cold War on African politics and the contemporary War on Terror.

Monday:

- Mamdani, M. (2009) 'The Cold War and its Aftermath' in *Saviors and Survivors: Darfur, Politics and the War on Terror*, 206-277. Pantheon Books

Wednesday:

- Abrahamsen, R. (2004) 'A breeding ground for terrorism?: Africa and Britain's 'War on Terrorism'' *Review of African Political Economy*, 31(102): 677-684

Friday:

- Issue 7. Is Increasing Chinese Investment Good for African Development? [pp. 128 in *Taking Sides*]  
YES: Sautman, B. and Hairong, Y. (2007) Friends and Interests: China's Distinctive Links With Africa *African Studies Review*. [pp. 130 in *Taking Sides*]  
NO: Carmody, P. and Owusu, F. (2007) Competing Hegemons? Chinese Versus American Geo-Economic Strategies in Africa *Political Geography* [pp. 148 in *Taking Sides*]

Supplementary Readings:

- Owusu, F. (2007) 'Post 9/11 US Foreign Aid: The Millennium Challenge Account and Africa: How many birds can one stone kill?' *Africa Today* 54(1): 3-26
- Auma, D. (2007) 'US rendition on trial in Africa' *Spero News*, Sept. 25<sup>th</sup>. Available online at <http://www.speroforum.com/a/11196/US-rendition-on-trial-in-Africa>

**Week 13: April 2<sup>nd</sup> - 6<sup>th</sup>**

**A resource blessing or curse? Debating dependency and development in mineral and oil extraction**

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Friday: Film presentation

In week 13 we critically examine the politics around mineral and oil extraction in Africa, focusing primarily on diamond mining and oil drilling. We will review the benefits of such practices for national development as well as the problematic implications of local access to land, ecological destruction and civil conflict.

Monday:

- Testimony by Deputy Assistant Secretary Todd Moss, Bureau of African Affairs, US Department of State Senate Foreign Relations Committee, Subcommittee on African Affairs, Sept 24 2008.

Wednesday:

- O'Neill, Tom. 2007. *Curse of the Black Gold: Hope and betrayal on the Niger Delta*  
<http://ngm.nationalgeographic.com/2007/02/nigerian-oil/oneill-text>

Friday:

- Maconachie, R. and Binns, T. (2007). 'Beyond the resource curse? Diamond mining, development and post-conflict reconstruction in Sierra Leone'. *Resources Policy* 32: 104-115

Supplementary Readings:

- Sachs, J. and Andrew M. Warner (2001) The curse of natural resources. *European Economic Review* 45: 827-838.

**Week 14: April 9<sup>th</sup> - 13<sup>th</sup>**

**African Bodies 2: high-tech development and the 'Brain Drain'**

Wednesday: Full draft final paper (see handout for details)

Friday: Film presentation

In week 14 we return to a focus on African bodies, here with an interest in African minds as sites of development. We will consider the debates around skilled migration and the 'Brain Drain' and explore the exciting developments in the high-tech sector in the last decade.

Monday:

- Akokpari, J. (2006) Globalization, Migration and the challenges of development in Africa. *Perspectives on Globalization, development and technology*. Vol. 5(3): 125-153

Wednesday:

- Issue 6. Do Cell Phones and the Internet Foster "Leapfrog" development in Africa? [pp. 103 in *Taking Sides*]  
YES: Okpaku, J. (2006) 'Leapfrogging into the Information Economy: Harnessing Information and Communications Technologies in Botswana, Mauritania and Tanzania' in L. Fox, and Liebenthal, R. (eds) *Attacking Africa's Poverty: Experience from the Ground*, World Bank [pp. 105 *Taking Sides*]

Friday:

- NO: Carmody, P. (2009) A New Socio-economy in Africa? Thintegration and the Mobile Phone Revolution *The Institute for International Integration Studies Discussion Papers* [pp. 116 in *Taking Sides*]

**Week 15: April 16<sup>th</sup> - 20<sup>th</sup>**

Friday: Final Research Paper (in-class, no late or emailed assignments accepted). Please post one copy to turnitin.com by midnight.

This week we will reflect on the key concepts, themes and case studies we have covered over the class and review these together. We'll return to our discussions on day 1 and consider how our dominant understandings and representations of the continent have been challenged, reworked or reinforced by our readings, in-class discussions and coursework. We'll close by considering how this process might reshape our encounters with and understandings of Africa and our next steps as critical scholars of population and development.

- No new assigned readings. Review any missed/ difficult readings

Friday:

- Final research paper due

**Final test: Week 16, Monday April 23<sup>rd</sup>, 12pm-2pm.**

See [www.myfiu.edu](http://www.myfiu.edu) for details regarding date, time and location