

AFRICAN PERSPECTIVES

on

JUSTICE, HUMAN RIGHTS, and RENEWAL

INTERDISCIPLINARY COURSE 100
Winter Semester 2019
Tuesdays and Thursdays 1:10-2:30pm
Pettengill G21

Lead Instructor:
Elizabeth Eames



WINTER 2019 FACULTY OFFICE HOURS and CONTACT INFORMATION:

Elizabeth Eames (Anth): Pettengill #159, Mon 2-4 & Wed 1-3pm, eeames@bates.edu
and

Alex Dauge-Roth (French): Roger Williams #406, Tues 11-12 & Wed 3-4, adaugero@bates.edu

Leslie Hill (Politics): Pettengill #167, Mondays 3-4pm and by appointment, lhill@bates.edu

Sue Houchins (Africana): Pettengill #219, by appointment, shouchin@bates.edu

Laura Ligouri (Neuro): Hathorn #102, Mon & Wed 11am-1pm, lligouri@bates.edu

Patrick Otim (History): Pettengill #111, Tues & Thurs 10am-12pm, potim@bates.edu

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COURSE DESCRIPTION

This team-taught course introduces students to some of the experiences, cultural beliefs, values and voices shaping contemporary Africa. The course forges students' critical capacity to resist simplistic popular understandings of what is taking place on the continent and works to refocus our attention on distinctively "African Perspectives." We study the impact of environmental, cultural, and socio-political diversity as well as how the politics of ethnicity, religion, age, race, sexuality, and gender influence interactions and relationships in daily life. Via a series of faculty lectures, including some from guest scholars and professionals, we will examine case studies concerning Liberia, Namibia, Nigeria, Rwanda, Sierra Leone, Somalia, South Africa, Uganda and Zimbabwe. We investigate historical patterns and current structures to understand how they configure Africans' options and responses to events and ongoing processes shaping these societies. Doing so enables us to take seriously *African perspectives* on *justice, human rights*, as well as the contours of and paths to *renewal*. Students formally contribute to learning in the course through research to augment their and the class' knowledge about a specific issue within a particular region.

INDS100 is primarily for first and second year students with little critical knowledge about Africa, and is cross-listed in Anthropology, French & Francophone Studies, History, and Politics. It serves as the introduction to Bates' General Education Concentration "Considering Africa" (GEC 022). It can also be counted toward the following other GECs: "Class, Inequity, Poverty, and Justice" (C008), "Knowledge, Action and Public Good" (C091), "Culture and Meaning" (C026), "French and Francophone Studies" (C034), "Identity, Race, and Ethnicity" (C037).

To help build a "Considering Africa" learning community on campus, periodically we will be joined by the students in Professor Hill's Politics 247 "Transition and Transformation in Southern Africa" course or those in Professor Houchins' Africana/Religious Studies 233 "Literary Representations of the Africana Religions." All three meet T/R at 1:10pm.

COMMUNITY ENGAGED LEARNING

Students Planning to Apply INDS 100 toward the GEC "*Knowledge, Action, and the Public Good*" (C091) will need to meet the following criterion: complete a community engaged learning placement of at least 15 hours at an assigned local school or educational organization. Education Interns help to coordinate placements and will provide guidance and support to fellow Batesies at the placement sites. Ellen Alcorn from the HCCP will coordinate placement logistics (ealcorn@bates.edu).

PURPOSEFUL WORK

This course is part of the Purposeful Work Infusion Project, a programming element of the college's Purposeful Work initiative. The Purposeful Work Infusion Project is a curricular opportunity that seeks to bridge the gap between course content and "purposeful work," which may include careers, identity, meaning and purpose. All Purposeful Work Infusion courses include three elements: at least one reading assignment related to "purposeful work;" at least one reflective writing assignment on "purposeful work;" and at least the equivalent of one class session's discussion focused on bridging the gap between course content and "purposeful work."

In our class, we will accomplish this by:

- Reading texts relating course content to "purposeful work;"
- Organizing a roundtable discussion with African immigrants involved in the Lewiston-Auburn community.

LEARNING GOALS

Upon completion of the course, students will:

- Be familiar with the rich diversity of African environments, histories, cultures, and social systems;
- Recognize the complexity of forces shaping ideological systems, political and economic structures, and social processes in a variety of settings;
- Develop empathy by learning about human lives & experiences different from their own;
- [Those Students completing community engaged learning projects will be able to make conceptual connections between course material and their work with local community members of African descent].

In addition, students will develop and refine skills that enable them to:

- Analyze primary and secondary sources with critical attention to their origin and purpose;
- Develop astute questions for studying cultural processes, social interactions, and different (and related) sets of power relations;
- Learn to appreciate a wide array of judicial institutions;
- Locate a variety of African voices on issues of the day occurring within a country, on the continent, or around the globe;
- Think critically about the role of experientially derived knowledge in the study of African perspectives;
- Investigate and demonstrate knowledge of an important issue to a non-specialist but curious audience.

APPROACH

While one faculty member takes the lead this year, the course was developed by a team of faculty with keen interest in African Studies. With many contributors to learning, this course is broadly collaborative. Other faculty – on campus as well as guests from elsewhere – who study Africa through the lenses of their own academic disciplines will make presentations to the class. Students are expected to work in groups throughout the semester to develop a series of short presentations on current events on the continent, and may also be routinely asked in class to assemble in small groups to review materials.

Similarly, the classroom is a shared space where everyone is expected to assume responsibility for the learning that takes place here. The quality and vitality of our interactions depend upon the commitment of each individual class member to prepare thoroughly for class, engage actively with others, and respond with discussion and feedback. Use the texts, resource materials and discussions to deepen your understanding; and remember that being curious and thoughtfully engaged is valuable to our collective learning as well as to your own. We invite you to share your curiosity, observations, and questions as they offer additional paths to knowledge and will help us achieve the learning goals of this course.

COURSE REQUIREMENTS

Assignments:

1. One “Map Quiz” (individual responsibility--retake it until you pass).
2. One 5-minute small group presentation accompanied by a one-page handout capturing African voices on a contemporary issue. We will call these your "What's Hot in Africa?" presentations (collective grade).
3. Two short papers we call "Making Connections" essays (individual grade).
4. One group research project culminating in an in-class presentation (this is a scaffolded assignment with both individual and collective grades attached to its various pieces).
 - Note that each and every assignment must be completed to pass INDS 100. Hard copy assignments (such as papers, handouts, bibliographies) must be turned in on time in class on the day they are due. Late submissions *may* be accepted if and only if permission is granted by the lead instructor.
 - All readings and some videos will be posted to Lyceum, but note that some hard to find films may only be on reserve in Ladd Library. Should you find a link to one of them, please share!

- Attendance is expected at every class session. Any student missing more than two sessions, no matter the reason, will begin to lose participation points, and missing more than five classes, no matter the reason, constitutes grounds for failure. Should you miss a class, do obtain notes, handouts, and talk to Prof. Eames, to ensure that you are informed about what happened during your absence. Please notice class session meeting dates and plan your break travel accordingly—do not request special permission to go home early or arrive back late.
- High participation grades come with good attendance and active, thoughtful, consistent class participation, revealing thorough preparation and engagement. Remember that consistent attention to the 'African Perspectives' of our course title is essential for success on this front. While we realize this can be a challenge, we take this aspect very seriously.
 - **A level** participation means reflecting critically on course material, contributing your own ideas, as well as providing constructive responses to other students' oral and written comments.
 - **B level** participation means that your participation is of high quality, but not consistent, or you share your own ideas frequently, but may not pay much attention to the readings or to others' comments.
 - **C level** grades mean your participation is thoughtful but infrequent, or regular but perfunctory, yet still reveals a satisfactory level of preparation and competence when offered.
 - **An even lower grade** will result from participation that is rare and/or reveals poor or careless preparation.
 - **Failure** in this area means that by the end of the semester, your classmates still have no idea what your voice sounds like.
- Students will work together in groups of 3 or 4 to research, design and develop a Final Presentation. For questions about logistics and the scaffolding of this assignment, please see Professor Eames.
- If you have a documented Learning Difference, please let Professor Eames know as soon as possible. Faculty will work with the Dean of Students office to ensure that you have what you need to do your best in the course.
- If something is unclear, it is your responsibility to seek clarification. Do not hesitate to ask the professor.
- The **class email list** is winds100a@lists.bates.edu. Announcements, discussions outside of class, posting of supplemental materials, etc. can be found here. Check the list regularly and feel free to post news items, ideas, questions, tips, etc.

RESOURCES

In order to assist you in gaining further insight into “African Perspectives” on course issues, doing your “What’s Hot in Africa?” presentations, and researching your final projects, we have included some links on your lyceum page to such websites as This Week in Africa, All Africa, Okay Africa, etc. We also include a link to the Ladd Library Guide for African Studies.

YOUR PROFESSORS’ DIVISION OF LABOR

Professor Eames takes the lead for guiding the weekly course work for 2019. The lead instructor will handle all inquiries and decisions about classroom and course logistics (posting readings, collecting assignments, adjusting dates, receiving Dean’s excuses, etc.). Please see her if you have *any* questions, want clarification or assistance, wish to make suggestions, or discuss *anything* related to the class itself.

Professor Eames as well as **the other professors involved in this course** can help you with questions related to logistics for any of your research presentations. Please see any of us if you have questions, want clarification or assistance, wish to make suggestions, or discuss *anything* related to the research and preparation for either your What's Hot in Africa or your Final Presentation.

CLASSROOM ETIQUETTE

We require you to print assigned documents, take notes and/or annotate them, and bring your notes and marked-up copies to class. Also bring to class the notes you take during your film viewing.

We expect you to remain in the classroom during the entire 80 minute session out of respect for your guest lecturers, so be sure to attend to your personal needs before 1:10pm. Actual attendance points are at stake—yes, it is that important—we do take notice/keep track.

Likewise, cell phones must be turned off during class. Leaving the classroom to attend to a text or call is unacceptable behavior as a student in INDS100. Dealing with it in the classroom would be worse, of course, so just put your phone away for the duration, please.

Bottom line: Do not leave the classroom unless you are suffering the exceedingly rare phenomenon of a *full-on bio-emergency*.

Normally, no computers are allowed during class sessions, and never without permission of your instructors.

Should you provide a note from Abigail Nelson’s office, it will be happily accepted by us, and your needs will be accommodated in a way that we can all agree will maximize your learning.

ACADEMIC INTEGRITY

Upholding academic integrity means that **the work you submit must be your own** unless collaboration is specifically allowed; that you use only those resources permitted; that you express yourself in your own words unless you are quoting or paraphrasing with attribution; and, that you properly acknowledge and cite any ideas, information, and other work that you used or that contributed to your understanding as presented in your paper or product.

According to the *Bates Guide to Academic Integrity*, using and crediting sources properly not only lends credibility to your work but also helps you avoid **plagiarism**, “the use without proper attribution of someone else’s words, ideas, or other work, as if it were one’s own.” Like plagiarism, **misuse of sources** “reflects failure to properly credit the work of others and can take many forms, ranging from innocent but incomplete citations to outright and intentional deception.”

Your academic work is governed by The Bates College Statement on Academic Integrity, found here: <https://www.bates.edu/student-affairs/student-conduct/academic-integrity-policy/>

Violations of academic integrity are serious and can result in severe consequences at both the course and college levels. According to Bates policy, faculty-imposed sanctioning is completely independent of any ruling by the Dean of Students or the Student Conduct Committee.

N.B.: Any uncertainty about this matter of academic integrity should lead directly to your consultation with one of your professors.

GRADING SCHEMA

Attendance and Participation	20%
What's Hot in Africa? (Presentation and Handout)	10%
Map Quiz (successful completion required to pass)	requ.
Making Connections Papers (2 x 15% each)	30%
Research Project Presentation (details below)	40%

Research Project Assessment (adds up to 40% of course grade)		
Date	Step in Scaffolded Assignment	% of Project Grade
By 2/12	Theme and topics identified	5%
By 2/14	Groups assigned	--
By 2/28	Groups have met with designated consultants (Faculty, Africana Club members, librarians, community members, etc.)	5%
On 3/5	Research question due	5%
By 3/12	Group has again met with designated consultant/s	5%
On 3/14	Annotated bibliography and draft abstract due	5%
By 3/21	Group has yet again met with their consultant/s	5%
Either 3/26, 3/28, or 4/2	Public performance	10%

WEEKLY ASSIGNMENTS

Assignments are listed on the days they are due.
 Bring heavily annotated hard copies of readings to class.
 Take notes on films and bring those notes to class.
 Attendance is required. Participation is expected.
 This syllabus may be subject to minor revision.

WEEK ONE

Tuesday January 8: Course Introduction and Syllabus Review

- In class video: Chimamanda Adichie's "The Danger of a Single Story." TED Talk recorded at TEDGLOBAL. Oxford, England. 2009. Video recording. 19 Minutes.
- In class handout: Boston University African Studies Center's *Criteria for Evaluating Materials on Africa*.

Thursday January 10: Introduction, Round Two (Mythbusting)

- Binyavanga Wainaina. Winter 2005. "How to Write about Africa." *Granta*, 92, 91-95.
- Aminatta Forna. Winter 2010. "The Last Vet." *Granta*, 109, n.p. [granta.com/the-last-vet-3/]
- Susan Shepler. 2010. "Child Labor and Youth Enterprise." *Anthropology Today* 26 (6): 19-22.

[January 11th & 12th look for Sandglass Theater's performances & workshops]

WEEK TWO

Tuesday January 15: Introduction to African Perspectives, Round Three (Justice and Social Control)

- Judith van Allen. 1972. "Sitting on a Man': Colonialism and the Lost Political Institutions of Igbo Women," *Canadian Journal of African Studies* 6 (2): 165-181.
- Anene Ejikeme. 2010. "Engendering African History: A Tale of Sex, Politics, and Power." In *Reframing Contemporary Africa: Politics, Economics, and Culture in the Global Era*, edited by Peyi Soyinka-Airewele and Rita Kiki Edozie, 291-305. Washington, DC: CQ Press.

Thursday January 17: Introduction to African Perspectives, Round Four (Wealth in People; Human Rights vs. Human Dignity) [POL247 students visit]

- Josiah A. M. Cobbah. 1987. "African Values and the Human Rights Debate: An African Perspective." *Human Rights Quarterly*, 9 (3): 309-331.
- Elizabeth Eames. 2016. "Navigating Nigerian Bureaucracies." In *Conformity and Conflict: Readings in Cultural Anthropology*, edited by David McCurdy, Dianna Shandy, James Spradley, 237-244. Boston: Pearson. 15th edition.

We will hold a **Map Quiz** during the last five minutes of today's class.
(quiz entails correctly identifying 20 contemporary African countries)

WEEK THREE

[Monday January 21st is MLK Day]

Tuesday January 22: South Africa's Historical Context Professor Leslie Hill [POL247 students visit]

- Leonard Thompson. 2001. *A History of South Africa*. New Haven, CT: Yale Univ. Press.
§ From ch. 5, "The Segregation Era, 1910–1948," pp 154-157 and 163-177.
§ From ch. 6, "The Apartheid Era, 1948–1978," pp 187-204 only.

- Screen the video on reserve called *A Long Night's Journey into Day*.
- Screen the video on reserve called *Bound to Strike Back*.
- Paul van Zyl. 1999. "Dilemmas of Transitional Justice: The Case of South Africa's Truth and Reconciliation Commission" *Journal of International Affairs* 52 (2): 1-21.

**Thursday January 24: Uganda's Historical Context
Professor Patrick Otim**

- Tim Allen. 1991. "Understanding Alice: Uganda's Holy Spirit Movement in Context." *Africa: Journal of the International African Institute* 61 (3): 370-399.
- Erin Baines. 2007. "The Hunting of Alice: Local Approaches to Justice and Reconciliation in Northern Uganda." *The International Journal of Transitional Justice* vol. 1: 91-114.

WEEK FOUR

**Tuesday January 29th: Screening and discussion of *A Brilliant Genocide*
Professor Patrick Otim**

**Thursday January 31st: Skyped conversation with Milton Alimadi, filmmaker
Professor Patrick Otim**

WEEK FIVE

**Tuesday February 5th: Queer Africana
Professor Sue Houchins
[AA/RE233 students visit]**

- Sue Houchins' Short Story assignment goes here
- Sue Houchins' film assignment goes here

Thursday February 7th: Political Homophobia
Professor Leslie Hill
 [POL247 students visit]

- South African History Online, “The Namibian Struggle for Independence – 1966 – 1990 – a[n] Historical Background.” <https://www.sahistory.org.za/article/namibian-struggle-independence-1966-1990-historical-background>
- Ashley Currier, 2010. “Political Homophobia in Postcolonial Namibia” in *Gender and Society*, vol. 24, No. 1 (Feb. 2010), pp. 110-129.
- Lydia Boyd. 2013. “The Problem with Freedom: Homosexuality and Human Rights in Uganda. *Anthropological Quarterly* 86 (3): 697-724.

YOUR FIRST ‘MAKING CONNECTIONS’ PAPER IS DUE NO LATER THAN FRIDAY FEBRUARY 8TH

WEEK SIX

Tuesday February 12th: Sierra Leone’s and Liberia’s Historical Contexts

- View C-SPAN interview with Ishmael Beah, author of *A Long Way Gone*, link on lyceum.
- Screen the film on reserve called *Fambul Tok*.
- Lyn S. Graybill, n.d. “Traditional Practices and Reconciliation in Sierra Leone: The Effectiveness of *Fambul Tok*” in *Conflict Trends*, pp. 41-47.

Thursday February 14th: Discussion of Post-War Reconciliation in West Africa

- Abramowitz, Sharon and Mary H. Moran. 2012. “International Human Rights, Gender-Based Violence, and Local Discourses of Abuse in Post-conflict Liberia: A Problem of ‘Culture’?” *African Studies Review* 55 (2): 119-146.
- Tim Kelsall. 2005. “Truth, Lies, Ritual: Preliminary Reflections on the Truth and Reconciliation Commission in Sierra Leone.” *Human Rights Quarterly* 27 (2): 361-391.

[WEEK SEVEN is BREAK]

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WEEK EIGHT

Tuesday February 26th: Exploring the Cultural Neuroscience of Trauma/PTSD in Context **Professor Laura Ligouri**

- Bremner, J. D. (2006). Traumatic stress: effects on the brain. *Dialogues in clinical neuroscience*, 8(4), 445.
- Neugebauer, R., Fisher, P. W., Turner, J. B., Yamabe, S., Sarsfield, J. A., & Stehling-Ariza, T. (2009). Post-traumatic stress reactions among Rwandan children and adolescents in the early aftermath of genocide. *International journal of epidemiology*, 38(4), 1033-1045.

Thursday February 28th: Neuroscience of Resiliency in Context **Professor Laura Ligouri**

- Osório, Carlos, Thomas Probert, Edgar Jones, Allan H. Young, and Ian Robbins. "Adapting to stress: understanding the neurobiology of resilience." *Behavioral Medicine* 43, no. 4 (2017): 307-322.
- Otake, Y. (2018). Community Resilience and Long-Term Impacts of Mental Health and Psychosocial Support in Northern Rwanda. *Medical Sciences*, 6(4), 94.
- Adaku, A., Okello, J., Lowry, B., Kane, J. C., Alderman, S., Musisi, S., & Tol, W. A. (2016). Mental health and psychosocial support for South Sudanese refugees in northern Uganda: a needs and resource assessment. *Conflict and health*, 10(1), 18.

WEEK NINE

Tuesday March 5th: Rwanda's Historical Context **Professor Alexandre Dauge-Roth**

- Raoul Peck. 2005. *Sometimes in April* (Haiti/USA, 140 mn) The film is available on Netflix, Amazon. Free with French subtitles at <https://www.youtube.com/watch?v=RIH78oYp-E8>
- Alex Dauge-Roth. 2010. *Writing and Filming the Genocide of the Tutsis in Rwanda*. New York: Lexington Books. [Read Chapter 2, pp.12-25]
- Answer handout's questions about film and historical timeline to familiarize yourself with key terms, concepts, political constructions, and ideological manipulations of ethnicity.

**Thursday March 7th: Discussion of Rwanda's Gacaca System and its Role within the Post-Genocide Reconciliation Process
Professor Alexandre Dauge-Roth**

- President Paul Kagame. 2008. "Preface to *After Genocide*." In *After Genocide*, edited by Phil Clark and Zachary Kaufman, xxi-xxvi. London: Hurst & Company.
- Jean-Baptiste Kayigamba. 2008. "Without Justice, No Reconciliation: A Survivor's Experience of Genocide." In *After Genocide*, edited by Phil Clark and Zachary Kaufman, 33-42. London: Hurst & Company.
- Phil Clark. April 2012. "How Rwanda Judged its Genocide," Africa Research Institute, 1-12.
- Meyerstein, Ariel. 2007. "Between Law and Culture: Rwanda's Gacaca and Postcolonial Legality." *Law & Social Inquiry*, 32,2: 467-508 (read especially 467-492)
- *The New Times*. 2012. "Gacaca closes shop" (06.18.2012)

[March 7th through 11th Dept of Theater performs of *We are Proud to Present...*]

WEEK TEN

Sunday March 10: RW413 Evening Screening 7-9pm

- Ann Aghion's documentary on the gacaca *My Neighbor, My Killer* (2009, 80 min.)

**Tuesday March 12th: Assessing Various Reconciliation Practices
Professors Dauge-Roth and Ligouri**

Thursday March 14th: Planning in class for Final Projects

SECOND 'MAKING CONNECTIONS' PAPER IS DUE NO LATER THAN FRIDAY MARCH 15TH

WEEK ELEVEN

**Tuesday March 19th: Making Art & Selling Gas as Forms of Political Thinking
Professor Joshua Rubin**

- Francis Musoni, "Operation Murambatsvina and the Politics of Street Vendors in Zimbabwe" in *Journal of Southern African Studies*, vol. 36, no. 2, June 2010, pp. 301-317.

**Thursday March 21st: Fowsia Musse and Muhidin Libah discuss their
Purposeful Work in Lewiston+Auburn**

- Catherine Besteman. 2016. *Making Refuge: Somali Bantus and Lewiston, Maine*, Durham and London: Duke University Press, excerpts on lyceum.
- Screen *Rain in a Dry Land* on reserve.

WEEK TWELVE

Tuesday March 26th: Student Research Presentations, Round One

Thursday March 28th: Student Research Presentations, Round Two

WEEK THIRTEEN

Tuesday April 2nd: Student Research Presentations, Round Three

Thursday April 4th: Concluding Remarks

WEEK FOURTEEN

Saturday April 13th: End of Winter Term

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