

AFRICAN PERSPECTIVES on JUSTICE, HUMAN RIGHTS, and RENEWAL
INTERDISCIPLINARY COURSE 100
Winter Semester 2015

Tuesdays, Thursdays 1:10-2:30pm, Pettingill G'65
Associated Faculty: Patricia Buck, Elizabeth Eames, and Alexandre Dauge-Roth



FACULTY OFFICE HOURS and CONTACT INFORMATION:

Patricia S. Buck: By Appointment, Pettengill 302, pbuck@bates.edu

Elizabeth Eames: Mon and Thur 2:30-4:00pm, Pettengill 159, eeames@bates.edu

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 in 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 and gender influence interactions and relationships in daily life. Via a series of faculty lectures, including some from guest scholars, we will examine case studies concerning Algeria, Ghana, Kenya, Nigeria, Rwanda, Sierra Leone, South Africa, and Tunisia. We investigate historical patterns and current structures to understand how they configure Africans' options and responses to events and ongoing processes shaping their 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 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, Education, French, and Politics. It serves as the introduction to Bates' General Education Concentration (GEC) "*Considering Africa*" (GEC 022). It can be counted toward GECs "*Knowledge, Action and Public Good*" (C091), "*Culture and Meaning*" (C026), "*French and Francophone Studies*" (C034), "*Identity, Race, and Ethnicity*" (C037).

COMMUNITY ENGAGED LEARNING

Students Planning to Apply INDS 100 toward a minor in educational studies or the General Education Concentration "*Knowledge, Action, and the Public Good*" (C091) will need to meet the following criteria:

- 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)];
- complete their group research projects on an education related topic of their choice. [They will work with Patti Buck in the development of these projects];
- add an additional 2 pages to each of their Making Connections papers. [The additional pages will allow students to document and reflect on occurrences at their placement site. Students are encouraged to make connections between other course material and their placements as well as to explore questions and concerns related to education as a field of study and/or practice. Students' journals will be submitted to Patti as indicated on the syllabus.]

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;
- be practiced at locating a variety of African voices on issues of the day occurring within a country, on the continent, or around the globe;
- those who complete community engaged learning projects will be able to make conceptual connections between their work with local community members of African descent and other course material.

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

- read new materials with critical attention to their origins and purpose;
- develop astute questions for studying cultural processes, social interactions, and different (and related) sets of power relations;
- investigate and demonstrate knowledge of an important issue to a non-specialist but curious audience;
- think critically about the role of experientially derived knowledge in the study of African perspectives.

APPROACH

This course was developed by a team of faculty with keen interest in African Studies. While one faculty member (this year, Patti Buck) takes the lead for conducting the course and coordinating class logistics throughout the semester, each member of the faculty team contributes. In addition, other scholars 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 major presentation, and will be asked from time to time in class to assemble in small groups to review materials. With many contributors to learning, this course is broadly collaborative.

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, materials and discussions to deepen your curiosity; and, remember that it is valuable to be curious and thoughtfully engaged. We invite you to share your curiosity, observations, and questions because they will offer additional paths to learning about the subject and will help us achieve the learning goals.

COURSE REQUIREMENTS:

- All readings and some videos will be posted to Lyceum. Some films are on reserve in Ladd Library.
- Assignments are listed on the day they are due.
- Attendance is expected at every class session. Any student missing more than two sessions without a dean's excuse will fail. Please note class session meeting dates and plan your break travel accordingly. If you are sick – especially if you are afflicted with something contagious – do not come to class, get a dean's

excuse. Obviously, be sure to get notes, handouts and other materials to ensure that you don't miss anything important from that day's class.

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.

- A-level work means contributing your own ideas as well as providing constructive responses to others' oral and written comments.
 - B-level work 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 others' comments.
 - You would receive C-level grades if your participation were thoughtful but infrequent, or regular but perfunctory, yet still revealed a satisfactory level of preparation and competence when offered.
- Students will work together to research, design and develop a Poster Presentation at either the Mount David Summit or the annual Education Symposium.
 - Assignments include:
 - A map quiz to be held in class; a study guide will be provided in advance.
 - Three two-page (four pages for Education students) Making Connections Papers:
 - A semester long research project culminating in a poster presentation at either the Mount David Summit on April 3 or the Education Symposium on April 8.
 - Each and every assignment must be completed to pass INDS 100. Assignments must be turned in on time in class on the day they are due. Late submissions *may* be accepted if *permission is granted from the lead instructor, Patti Buck*.
 - If you have a documented Learning Difference, please let Patti Buck 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.

RESOURCES

In order to assist you in gaining insight into “African Perspectives” on course issues, we have included links on the Lyceum page to several RSS feeds from African media sources. In addition, you should consult the “Resources for African Studies” list early and often as you prepare for class discussions and various assignments. You will find www.allafrica.com and www.africa.com helpful.

CLASSROOM ETIQUETTE

We expect you to remain in the classroom during the entire session out of respect for lecturers. Be sure to attend to your personal needs before class.

Computers, cell phones, tablets and other electronic devices are not allowed to be open during class meeting times. When you enter class, please turn your cell phone and other devices off. If you use one of these during a class session, you will be warned; if you do so again, you will be asked to leave and counted as absent.

Once or twice during the semester, we may ask you to bring your laptops to a class session for use in a specific exercise. That is the only time when computer use during class time will be allowed. You will be notified in advance when we want you to bring your laptops.

COURSE POLICIES

Patti Buck is the lead instructor for the 2014 course. While the faculty team will assess student work, 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 Patti Buck if you have *any* questions, want clarification or assistance, wish to make suggestions, or discuss *anything* related to the class.**

Patti Buck is happy to discuss the course and course topics with you and especially as they relate to the education studies minor and community engaged learning. (See top of the syllabus for office locations and hours.)

Elizabeth Eames is the point person for all questions related to logistics of poster presentations at either the Education Symposium or Mount David.

- Once or twice during the semester, you will be required to attend an evening lecture by a visiting artist or scholar, or attend a film screening and meet a filmmaker. You will receive advance notice for these events. We consider the class fortunate to be able to book these experts and expect all students to attend.

- 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.

Plagiarism will not be tolerated. Period.

Work submitted for this course must be your original effort. Any ideas or arguments from another person or source must be properly cited. Plagiarism (or other forms of cheating) will be grounds for failure of the course. Ignorance of proper citation is no excuse for unethical conduct. You are urged to review the college’s policy on plagiarism and academic misconduct. And, consult staff at *Writing at Bates* if you are uncertain about when and how to cite a reference. The College’s policy is available online at:

<http://abacus.bates.edu/pubs/Plagiarism/plagiarism.html#3c>.

GRADING SCHEMA

Attendance and Participation ¹	20%
Making Connections Papers (3) (10% each)	30%
Map Quiz	10%
Research Project ²	40%
Extra Credit:	
1 page paper in response to a HCCP event on either 1/22 or 3/17 ³	2%

¹ Students using this course toward an education studies minor will complete 15 hours of community engaged learning at a local school or educational organization. Community engaged learning will be assessed through Making Connections Papers and end of term evaluations completed by your community placement supervisor.

² Students using this course toward an education studies minor should conduct their Symposium research project in relation to their community engaged learning.

³ January 22, 12:00 noon - 1:00 pm, Commons 221, Georgia Nigro (Psych) et al, “Development(s) in Malawi: Learning from Short Term 2014”; March 17, 4:30 - 5:30 pm, Muskie Archive, Ruchira Gupta (Indian sex trafficking abolitionist, journalist, and activist), “Reflection from the Trenches”.

Components of Research Project Assessment		
Date	Assignment	Percentage of Research Project Grade
2/5	Groups assigned	
The following are graded collectively:		
2/9-12	Groups meet with designated faculty adviser	10%
3/5	Abstract, Presentation Outline, and Bibliography	35%
3/17	Draft poster	10%
3/31	Final Poster Due to Office Services	
	Final Poster Presentation	30%
The following is graded individually:		
4/3	Evaluation of self and group members and performance as reviewed by peers	15%

COURSE SCHEDULE

WEEK 1

January 13: Introductions and Syllabus Review

Handout: Boston University African Studies Center. *Criteria for Evaluating Materials on Africa*.

In class video: Chimamanda Adichie's "The Danger of a Single Story". TED Talk recorded at TEDGLOBAL. Oxford, England: 2009. Video recording. 19 Minutes.

January 15: Perspectives

- Binyavanga Wainaina. 2005. "How to Write about Africa." *Granta*, 92 (Winter): 91-95.
- "Talking about 'Tribe': Moving from Stereotypes to Analysis." Africa Policy Information Center (APIC) Background Paper 010, November, 1997.
- Susan Shepler. 2010. "Child Labor and Youth Enterprise." *Anthropology Today*. 26(6): 19-22.

WEEK 2

January 20: Ebola — **Raphael Frankfurter** (Executive Director, Wellbody Alliance)

- Gibbs, Nancy. December 10, 2014. "Person of the Year: The Ebola Fighters". *Time Magazine*.

Additional Readings TBA

January 22: The Challenge of Malaria in Africa — **Jim Webb** (History, Colby)

- James L.A. Webb, Jr. 2014. *The Long Struggle Against Malaria in Tropical Africa*. New York: Cambridge University Press, 143-172.
- Guillaume Lachenal, "A Genealogy of Treatment as Prevention (TASP)," in Tamara Giles-Vernick and J.L.A. Webb, Jr. (eds), *Global Health in Africa: Historical Perspectives on Disease Control* (Ohio University Press, 2013), 70-91.
- Tamara Giles-Vernick and Stephanie Rupp, "People, Great Apes, Disease, and Global Health in the Northern Forests of Equatorial Africa," in Tamara Giles-Vernick and J.L.A. Webb, Jr. (eds), *Global Health in Africa: Historical Perspectives on Disease Control* (Ohio University Press, 2013), 117-137.

WEEK 3

January 27: African Political Systems – **Jeffrey Paller** (Politics, Bates)

- "The Evolution of African States," in Pierre Englebert and Kevin C. Dunn. 2013. *Inside African Politics*. Boulder, CO: Lynne Rienner Press. Pages 17-62.
- Michael G. Schatzberg. 1993. "Power, Legitimacy and 'Democratisation' in Africa." *Africa* 63 (4): 445-461.
- (Optional) Jeffrey W. Paller. 2014. "Informal Institutions and Personal Rule in Urban Africa." *African Studies Review* 57 (3): 123-142.

January 29: Framing Human Rights, Making Connections, and Researching Africa — **Elizabeth Eames, Patti Buck, and Laura Juraska** (Research Librarian, Bates)

- United Nations Universal Declaration of Human Rights (1948)
- African Charter of Human and Peoples' Rights (Banjul Charter) (1981)
- Josiah A. M. Cobbah. 1987. African Values and the Human Rights Debate: An African Perspective. *Human Rights Quarterly*, 9, 3 (August): 309-331.



Brainstorm potential topics for Research Project



Due: Making Connections #1

WEEK 4



February: Ladd: 7:30pm Collective Screening:
The Naked Option: A Last Resort. (2010, 62 mn)

February 3: Gender and Collective Action — Elizabeth Eames (Anthropology, Bates)

- Anene Ekijeme. "Engendering African History: A Tale of Sex, Politics, and Power." In *Reframing Contemporary Africa: Politics, Economics, and Culture in the Global Era*, ed. by Peyi Soyinka-Airewele and Rita Kiki Edozie (Washington, DC: CQ Press, 2010), 291-305.
- Okonjo, Kamene. "Dual-Sex Political System in Operation: Igbo Women and Community Politics in Midwestern Nigeria" in *Women in Africa* ed. by Nancy J. Hafkin and Edna G. Bay (Stanford, CA: Stanford UP, 1976), 45-58.

Due: Research Project Topics with Initial Sources

February 5: Gender and Collective Action, continued: Women's War in Nigeria – Elizabeth Eames

- Video: "The Naked Option: A Last Resort." Produced and directed by Candace Schermerhorn. Santa Barbara, CA: Candace Schermerhorn Productions, 2010. Video recording. 62 min.
- Elizabeth Eames. "Why the Women Went to War: Women and Wealth in Ondo Town." In *Traders Versus the State. Anthropological Approaches to Unofficial Economies*, ed. Gracia Clark (Boulder: Westview Press, 1994), 81-97.
- Augustine Ikelegbe. "Engendering Civil Society: Oil, Women Groups, and Resource Conflicts in the Niger Delta Region of Nigeria." *Journal of Modern African Studies*, 43 (2005): 241-270.



Research groups are assigned in class and class time is provided for group work; By 5 pm on 2/6, groups should contact their advisor to schedule an appointment.



WEEK 5



Research groups meet with faculty advisor to discuss project plans



February 10: Urban Slums – Jeffrey Paller (Politics, Bates)

- "Africa's Mobile Phone Revolution: Informal Economy, Creativity and Informal Spaces." in Richard Grant. 2014. *Africa: Geographies of Change*. Oxford University Press: Chapter 6.
- Howard W. French. July 1, 2013. "How Africa's New Urban Centers Are Shifting Its Old Colonial Boundaries." *The Atlantic*. Available: <http://www.theatlantic.com/international/archive/2013/07/how-africas-new-urban-centers-are-shifting-its-old-colonial-boundaries/277425/>.
- Peter Hessler. October 13, 2014. "Tales of the Trash: A neighborhood garbageman explains modern Egypt." *The New Yorker*. Available: <http://www.newyorker.com/magazine/2014/10/13/tales-trash>.

February 12: Transforming North Africa — Non European and European Colonial Legacies – Meryem Belkaïd (French and Francophone Studies, Bates)

Benjamin Stora, "The Maghrib at the Dawn of the Twenty-first Century", in *The Maghrib in the New Century. Identity, Religion and Politics*, Edited by Bruce Maddy-Weitzman and Daniel Zienwine, University Press of Florida, 2007.

*** WINTER RECESS ***

February 14 – 22

WEEK 6

February 24 Tunisia and The Arab Spring– Meryem Belkaïd (French and Francophone Studies, Bates)

Due: Making Connections #2

- Hèla Yousfi. "Social Struggles in Tunisia: A Curse or a Revolutionary Opportunity?" *Jaddaliyya* March 27, 2013.
- Carlotta Gall. "Tunisian Constitution, Praised for Balance, Near Passage." *New York Times* January 14, 2014.
- Carlotta Gall. "Islamist Party in Tunisia Concedes to Secularists." *New York Times* October 27, 2014.

February 26 Map Quiz and Research Presentation Preparation – Elizabeth Eames and Patti Buck



**In Class: Peer Review of Research in Progress, Creating Posters–
Hillary Oakes (Writing at Bates), and Writing Abstracts**



In-Class Map Quiz

WEEK 7



March 1: Roger W 413: 7:00-9:30 pm Collective Screening with the director:
L'Oranais.

Trailer: http://www.dailymotion.com/video/x28ifi5_bande-annonce-l-oranais-vost_shortfilms?start=4

March 3: Colonial Legacy in Rwanda and Representations of the Genocide against the Tutsi – Alexandre Dauge-Roth (French and Francophone Studies, Bates)

- Alex Dauge-Roth. *Writing and Filming the Genocide of the Tutsis in Rwanda*. 2010. Read chapters 1-2, p.3-25 and chapters 13-14 p.183-204.
- Paul Freedman. *Do Scars Ever Fade?* History Channel 2004. Documentary excerpt (You Tube link below) 15 minutes.
- Human Rights Watch: "The Rwandan Genocide: How It Was Prepared." April 2006: 1-17.

Due: Research Project Abstract, Presentation Outline, and Bibliography

March 5: Evening Class with Algerian Director, Lyes Salem (7-9 pm, Location TBA)

WEEK 8

March 10: Reunification Process in Rwanda – Alexandre Dauge-Roth (French and Francophone Studies, Bates)

- Common Reading: Philip Gourevitch. "The Life After." *The New Yorker*, May 04, 2009.
- Common Reading: President Paul Kagame. 2008. "Preface to *After Genocide*." In *After Genocide*, Phil Clark and Zachary Kaufman, eds. London: Hurst & Company, xxi-xxvi.

- Group 1: Alex Dauge-Roth. 2010. *Writing and Filming the Genocide of the Tutsis in Rwanda*. 2010 Read Chapter 18 p.253-270.
- Group 1: Jean-Baptiste Kayigamba. 2008. "Without Justice, No Reconciliation: A Survivor's Experience of Genocide." In *After Genocide*, Phil Clark and Zachary Kaufman, eds. London: Hurst & Company. 33-42.
- Group 2: Sarah Warshauer Freedman, Harvey Weinstein, K.L. Murphy, and Timothy Longman. 2011. "Teaching History in Post-Genocide Rwanda." In *Remaking Rwanda: State Building and Human Rights after Mass Violence*, ed. Scott Straus and Lars Waldorf Madison (University of Wisconsin Press), 297-315.
- Group 2: Human Rights Watch. "Rwanda: Eight-Year Sentence for Opposition Leader." (10/30/2012)
- Group 3: Human Rights Watch "Justice Compromised" May 2011 report on the Gacaca
- Group 3: Phil Clark. 2012. "How Rwanda Judged its Genocide." Africa Research Institute. April 2012, 1-12.

March 12: Between Complicity and Resistance in Apartheid South Africa – Josh Rubin (AAACS, Bates)

- Mamdani, Mahmood. "Amnesty or Impunity? A Preliminary Critique of the Report of the Truth and Reconciliation Commission of South Africa (Trc)." *Diacritics* 32, no. 3-4 (2002): 33-59.
- Ellis, Stephen. "The Historical Significance of South Africa's Third Force." *Journal of Southern African Studies* 24, no. 2 (1998): 261-99.

WEEK 9

March 17 Research Project Preparation



In Class Review of Draft Posters



Due: Draft of Research Posters

March 19 The International Criminal Court's Kenya Case – Karen Corrie (Associate Trial Lawyer at Court Pénale Internationale - International Criminal Court)

- Max Du Plessis. "Universalising international criminal law: The ICC, Africa and the problem of political perceptions." *Institute for Security Studies* 249 (dec. 2013): 1-11.

- Federation for Human Rights “Justice at Risk: States Parties to the ICC Statute Concede to Political Pressure.” (28 nov. 2013): 1-3.
- For additional background (optional): Mwangi S. Kimenyi and Njuguna S. Ndung’u. “Sporadic Ethnic Violence: Why Has Kenya Not Experienced a Full Blown Civil War?” Inter Region Economic Network, 2005. 123-156.
- http://icc-cpi.int/en_menus/icc/press%20and%20media/press%20releases/Pages/otp-stat-04-12-2014.aspx
- http://icc-cpi.int/en_menus/icc/press%20and%20media/press%20releases/Pages/otp-statement-05-12-2014-2.aspx

WEEK 10

March 24 International Aid for Education: Neocolonialism or Empowerment?

– Patti Buck (Education, Bates)

- Buck, Patricia and Rachel Silver (2013). *Educated For Change? Muslim Refugee Women in School*. Information Age Publishing. Chapters 3-7. (Chapters to be divided among students; assignments made in class)

Due: Making Connections # 3

March 26 International Aid for Education: Neocolonialism or Empowerment?

– Patti Buck (Education, Bates)

- Buck, Patti and Rachel Silver (2013). *Educated For Change? Muslim Refugee Women in School*. Information Age Publishing. Chapter 13.

WEEK 11

March 31 by 1 pm POSTER PRINTING DEADLINE

March 31 Dress Rehearsal



Full Dress Rehearsal



April 2 Restorative Justice: Fambul Tok

- *Fambul Tok: A Documentary Film about the Power of Forgiveness*. Produced and directed by Sara Terry. First Run Features, 2011. Videodisc. 82 min.

- Abramowitz, Sharon and Mary H. Moran "International Human Rights, Gender-Based Violence, and Local Discourses of Abuse in Postconflict Liberia: A Problem of 'Culture'?" *African Studies Review* 55 (2) 2012: 119-146.

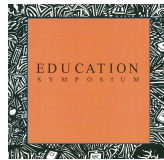
April 3 MOUNT DAVID SUMMIT



WEEK 12

April 7 Who are we to intervene? Panel Discussion on Westerners' Work in African Countries- **Patti Buck, Aimee Bessire (AVC, Bates), and Alex Dauge-Roth (French, Bates)**

April 8 EDUCATION SYMPOSIUM



April 9 Wrap Up and In Class Evaluation- **Elizabeth Eames and Patti Buck**