

## Term Information

Effective Term Spring 2018  
[Previous Value](#) Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We want to change the course title and are requesting GE status in the Diversity (Global Studies) and Social Science (Individuals and Groups) categories.

### What is the rationale for the proposed change(s)?

The old course title uses antiquated terms. This course meets the rationale and learning outcomes for the GE category or categories we are requesting, as outlined in the Curriculum and Assessment handbook.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Other than the course name change, there are no programmatic changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Anthropology  
Fiscal Unit/Academic Org Anthropology - D0711  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3418  
Course Title Anthropology of Africa  
[Previous Value](#) *Regional Survey of the Anthropology of Africa*  
Transcript Abbreviation Anth of Africa  
[Previous Value](#) *Reg Srv-Africa*  
Course Description Overview of anthropological studies of traditional African societies, with themes of European colonialism, kinship, social organization, economics, and politics.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

Not open to students with credit for 421.05.

### Electronically Enforced

Yes

### *Previous Value*

**No**

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

45.0201

### Subsidy Level

Baccalaureate Course

### Intended Rank

Freshman, Sophomore, Junior, Senior

## Quarters to Semesters

### Quarters to Semesters

Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)

### List the number and title of current course being converted

Anthrop 421.05: Regional Survey of the Anthropology of Africa.

## Requirement/Elective Designation

### General Education course:

Individual and Groups; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

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

**Previous Value**

**Content Topic List**

- Overview of anthropological studies of traditional African societies
  - European colonialism
  - Kinship
  - Social organization, economics, and politics
- No

**Sought Concurrence**

**Attachments**

- Dr Larsen letter 10 07 14.doc: Chair's Letter  
*(Cover Letter. Owner: Freeman, Elizabeth A.)*
- GE request 4318.docx: 3418 GE Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Freeman, Elizabeth A.)*
- Edits syllabus 3418 16SEPT2017.docx: 3418 Syllabus  
*(Syllabus. Owner: Freeman, Elizabeth A.)*
- 3418 paper rubric 16SEPT2017.docx: Paper Rubric  
*(Other Supporting Documentation. Owner: Freeman, Elizabeth A.)*
- 3418 review essay rubric 16SEPT2017.docx: Review Essay Rubric  
*(Other Supporting Documentation. Owner: Freeman, Elizabeth A.)*
- Edits\_3418 GE Assessment 16SEPT2017.docx: 3418 GE Assessment  
*(GEC Course Assessment Plan. Owner: Freeman, Elizabeth A.)*
- Edits\_GE request 4318 16SEPT2017.docx: 3418 Edits Overview  
*(Other Supporting Documentation. Owner: Freeman, Elizabeth A.)*

**Comments**

- See 1-21-15 e-mail to S. McGraw & E. Freeman. *(by Vankeerbergen, Bernadette Chantal on 01/21/2015 09:24 AM)*
- An updated assessment plan has been uploaded. *(by Freeman, Elizabeth A. on 10/24/2014 08:54 AM)*

**COURSE CHANGE REQUEST**  
3418 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
09/18/2017

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Freeman,Elizabeth A.	09/05/2012 04:34 PM	Submitted for Approval
Approved	McGraw,William Scott	09/14/2012 10:58 AM	Unit Approval
Approved	Haddad,Deborah Moore	09/14/2012 12:51 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/14/2012 04:42 PM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	10/07/2014 10:37 AM	Submitted for Approval
Approved	McGraw,William Scott	10/07/2014 10:53 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/07/2014 01:05 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/09/2014 08:47 AM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	10/24/2014 08:55 AM	Submitted for Approval
Approved	McGraw,William Scott	10/24/2014 08:56 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/24/2014 11:11 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/20/2014 09:59 AM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	11/20/2014 03:00 PM	Submitted for Approval
Approved	McGraw,William Scott	11/20/2014 03:27 PM	Unit Approval
Approved	Haddad,Deborah Moore	11/20/2014 04:19 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/21/2015 09:24 AM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	09/18/2017 02:23 PM	Submitted for Approval
Approved	McGraw,William Scott	09/18/2017 02:28 PM	Unit Approval
Approved	Haddad,Deborah Moore	09/18/2017 04:19 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	09/18/2017 04:19 PM	ASCCAO Approval



**Department of Anthropology**

4034 Smith Laboratory  
174 West 18th Avenue  
Columbus, OH 43210-1106

Phone (614) 292-4149  
Fax (614) 292-4155  
<http://anthropology.ohio-state.edu>

7 October 2014

Dear Curriculum Panel Members,

I am pleased to submit this curricular bundle for your review. This bundle includes a number of new courses, courses for General Education consideration, and several course changes. These submissions reflect the evolving profile of our teaching mission and what we have to offer our students and the institution generally. The Department of Anthropology has taken on one of its biggest curriculum revisions, involving both undergraduate majors (Anthropological Sciences, Anthropology) and graduate program, in its recent history. I am excited to endorse all of these submissions, and look forward to implementing the revisions to the Anthropology curriculum.

Best regards,

A handwritten signature in blue ink that reads "Clark S. Larsen".

Clark Spencer Larsen

Distinguished Professor of Social and Behavioral Sciences and Chair

## **ANTHROPOLOGY OF AFRICA**

### **ANTHROP 3418**

Dr. Mark Moritz  
moritz.42@osu.edu  
4058 Smith Laboratory  
Tel. (614) 247-7426

Autumn 2018  
Hours of instruction TR 9:35-10:55  
Classroom McPherson Lab 1045  
Office hours: W9-12 or by appointment

### **COURSE DESCRIPTION**

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

### **DISABILITY SERVICES**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

### **COURSE GOALS**

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

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

**THE FOLLOWING GE STATEMENTS WILL BE ADDED IF APPROVED**

This course is an option within two GE categories: **(1) Social Science: Individuals and Groups** and **(2) Diversity: Global Studies**.

The goal of **Social Science: Individuals and Groups** is that students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

**The expected learning outcomes for courses in this category are:**

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy-making.

The goal of **Diversity: Global Studies** is to help students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**The expected learning outcomes for courses in this category are:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## **THE SPECIFIC LEARNING OBJECTIVES OF *ANTHROP 3418***

1. Understand and appreciate anthropological perspectives of contemporary issues in Africa (anthropological approach);

1.1 Students will be able to understand other cultures without judging them by the standards of their own culture (relativistic perspective).

- a) Recognize that their own beliefs and practices are not “normal” or “natural” (ethnocentrism)
- b) Interpret cultural differences as differences and not as deficits (cultural relativism)

1.2 Students will be able to consider the whole range of cross-cultural variation when formulating hypotheses about human behavior and societies (comparative perspective).

- a) Describe anthropological concepts that can be applied cross-culturally (e.g., anthropological description of marriage)
- b) Identify examples to show the range of cross-cultural variation as well as to illustrate anthropological concepts.
- c) Apply relevant theoretical concepts to describe cross-cultural variation (anthropological concepts).
- d) Explain reasons for cross-cultural variation (explaining cross-cultural variation).

1.3 Students will be able to understand that elements of culture are interrelated and should be understood within context (holistic perspective)

- a) Identify examples of how elements of cultures are interrelated (e.g., relationship between modes of subsistence and gender status).
- b) Analyze a cultural phenomenon holistically, i.e., studying it within local, global, and historical contexts

1.4 Students will be able to understand what culture is and how it shapes how humans experience, perceive and act in the world (culture concept).

- a) Describe anthropological definition of the culture concept (e.g., learned, dynamic, shared, tacit)
- b) Explain how beliefs and practices are cultural and/or a product of the interaction of culture and biology

1.5 Students will be able to understand why and how anthropologists study cross-cultural variation (methodological approaches).

- a) Articulate the fundamental assumptions of anthropologists about the world (epistemology)
- b) Explain why anthropological methods of participant observations and semi-structured interviews are appropriate methods to study human behavior

1.6. Students will be able to understand how culture shapes their lives and that of others around them (reflexivity).

- a) Recognize own beliefs and practices as being cultural (culture concept)



- b) Reflect on specific example and how the anthropological approach has shaped their personal outlook on life (reflexivity)
2. Recognize the difference between scholarly and non-scholarly sources and appraise the value of different sources (information literacy)
    - a) Effectively locate scholarly and non-scholarly sources using library databases.
    - b) Identify the nature of sources (e.g., non-scholarly, peer-reviewed, report)
    - c) Summarize the main argument, methods, findings, and conclusion of sources.
    - d) Evaluate the strengths and weaknesses of sources
    - e) Reflect on the appropriateness of sources for different kinds of assignments
  3. Recognize how mainstream media creates stereotypes about Africa and how these shape our perceptions of the continent (critical literacy);
    - a) Recognize patterns in the representation of Africa and Africans
    - b) Critically analyze the representation of Africa and Africans in the media
    - c) Reflect on their own perceptions of Africans and Africa
    - d) Revise their own perceptions of Africans and Africa
  4. Effectively communicate anthropological understandings of contemporary issues in Africa in writing and oral presentations without recreating stereotypes (writing skills, representation)
    - a) Effectively explain and support one's arguments by providing evidence and illustrations
    - b) Present ideas and evidence clearly and concisely orally and in writing
    - c) Organize an argument with an introduction with problem statement, methods, results, discussion and conclusion.
  5. Effectively contribute to discussions, including facilitating the participation of others and inclusion of other points of view (productive interaction with others)
    - a) Facilitate the participation of others by asking questions or by elaborating on what others have said
    - b) Effectively explain and support one's arguments by providing evidence and illustrations
    - c) Make summary statements that into account several people's contributions or provide a synthesis for discussion
    - d) Contribute resources not covered in the syllabus that contribute new information and/or new perspectives to the discussion

## READINGS

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

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

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

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

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

## ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).”

## ASSIGNMENTS

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

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

**3. Class Discussions.** Students will be responsible for leading one in-class discussion and providing a minimum of three discussion questions for the readings for that particular day. In the discussions we will critically compare and contrast mainstream and anthropological perspectives on Africa as well as whether and how anthropological perspectives give us a better understanding of contemporary Africa. The discussion questions should be aimed at these overall goals. Students will be leading discussion in pairs or groups (depending on class enrollments). Everyone will sign up for a discussion date in the beginning of the semester. The discussion leaders will submit their discussion questions to the class by posting them to the discussion section on Carmen two days before the discussion. All students must print out (or write out) the discussion questions and bring them to class, along with talking points or responses to those questions.

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

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

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

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

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

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

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

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

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

**Special notes from the instructor:**

- Except in cases of properly documented illness or personal emergency will late assignments be accepted; they will progressively lose value and will be evaluated and returned as time allows.
- I strive to make this a paper-less course. All assignments are to be submitted as .doc or .docx documents in the Carmen dropboxes, not in hard copy or by email.
- I will use Carmen to post assignments and other information for the class (e.g., cancelled office hours, changes in reading assignments). Check it regularly.
- Please note that the schedule below is tentative and that the instructor reserves the right to make changes.

## SCHEDULE AND TOPICS

INTRODUCTION: LEARNING ABOUT AFRICA

### WEEK 1: INTRODUCTION

#### August 23: Learning about Africa

Tracing the human footprint (Quammen 2005)

### WEEK 2: THE VIEW FROM NATIONAL GEOGRAPHIC

#### August 28: Making National Geographic

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

☀️ Film: Scenes from National Geographic: Africa

#### August 30: Reading National Geographic

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

☀️ Film: Scenes from National Geographic: Africa

### WEEK 3: HOW ANTHROPOLOGISTS THINK

#### September 4: How to write about Africa

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

☀️ Film: Danger of the single story (2009)

#### September 6: Anthropological approaches

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

### WEEK 4: SOURCES FROM AND ABOUT AFRICA

#### September 11: Finding scholarly and non-scholarly sources

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

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

#### September 13: Finding sources from and about Africa

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

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

THEME 1: IDENTITIES IN THE FOREST

### WEEK 5: THE FOREST PEOPLE

#### September 18: The forest people

Introduction (Rupp 2011:1-18)

\* Film: scenes from Africa: Voices of the Forest

#### September 20: The forest and its peoples (D)

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

☀️ Film: Caterpillar moon (1996)

▶ First annotated bibliography is due

## **WEEK 6: DYNAMICS OF IDENTITY**

### **September 25: Ethnicity**

Belonging (Rupp 2011:55-92)

### **September 27: Identity**

Spaces (Rupp 2011:93-121)

## **WEEK 7: IMPACT OF IDENTITY CATEGORIZATION**

### **October 2: Contradictions**

Contradictions (Rupp 2011:214-247)

### **October 4: Problems with indigeneity (D)**

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

► Second annotated bibliography is due

## THEME 2: AIDS

## **WEEK 8: THE NEW PLAGUE**

### **October 9: Meaning and structure**

Introduction (Thornton 2008:1-32)

### **October 11: Networks of sex and relations (D)**

Comparing networks (Thornton 2008:33-82), living with AIDS (Mendel 2005)

☀ Film: The HIV superhighway

## **WEEK 9: CULTURAL MODELS**

### **October 16: Cultural models of AIDS in Uganda**

AIDS in Uganda (Thornton 2008:100-129), models (Hewlett and Hewlett 2008:19-36)

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

### **October 18: Cultural models of AIDS in South Africa**

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

► Paper outline is due

## **WEEK 10: INTERVENTIONS**

### **October 23: Governance in public health**

Indigenization (Thornton 2008:130-148)

### **October 25: Preventing AIDS (D)**

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

## THEME 3: CONSERVATION

## **WEEK 11: PASTORAL SYSTEMS**

### **October 30: The ecology of pastoral systems**

Turkana pastoralism (McCabe 1990:81-103)

\* Film: scenes from Africa: Love in the Sahel

### **November 1: Conservation in a global perspective**

Seeing conservation (Igoe 2004:36-68)

► First draft is due

**WEEK 12: CLASH OF CONSERVATION MODEL**

**November 6: Conservation models (D)**

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

**November 8: Fortress conservation**

Fortress conservation (Igoe 2004:69-102)

**WEEK 13 CONSERVATION AND GLOBALIZATION**

**November 13: Globalization of NGOs**

Maasai NGO movement (Igoe 2004:104-132)

**November 15: Community conservation (D)**

Community Bambi (Fortmann 2005:1-18)

☀ Film: Milking the Rhino (2009)

**WEEK 14: COMMUNITY CONSERVATION?**

**November 20: Milking the rhino**

☀ Film: Milking the Rhino (2009)

▶ Magazine article is due

**November 22: Thanksgiving**

No class

**WRAPPING UP: REPRESENTING AFRICA**

**WEEK 15: WRITING ABOUT AFRICA**

**November 27: Writing as an anthropologist**

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

**November 29: Showing Africa**

Readings TBA

**WEEK 16 REFLECTIONS**

**December 4: Reflections on representing Africa**

Read National Anthropological Magazine (NAM)

**FINALS WEEK**

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

## REQUIRED READINGS

Bailey, F. G., & Auger, R. J. (1989). Net hunters vs. archers: variation in women's subsistence strategies in the Ituri Forest. *Human Ecology*, 17(3):273-297.

Fortmann, L. (2005). What We Need is a Community Bambi: The Perils and Possibilities of Powerful Symbols. In J. P. Brosius, A. L. Tsing & C. Zerner (Eds.), *Communities and Conservation: Histories and Politics of Community-Based Natural Resource Management* pp. 195-205). Walnut Creek (CA): Alta Mira Press.

Fuller, A. (2005). Return to Zambia. *National Geographic Magazine*. (September 2005):100-121.

Green, Edward C. (1999). Engaging indigenous African healers in the prevention of AIDS and STDs. In *Anthropology in public health: bridging differences in culture and society*. R.A. Hahn, ed. Pp. 63-83. New York: Oxford University Press.

Hewlett, Barry S. (2009). Victims of Discrimination: An Anthropological Science Critique of Human Rights and Missionary Narratives of African Pygmy Marginalization. In *Workshop on Central African hunter-gatherer marginalization*. Kyoto University.

Hewlett, Barry S., and Bonnie L. Hewlett. (2008). *Ebola, culture and politics: The anthropology of an emerging disease*. Belmont (CA): Thomson Wadsworth.

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

Lutz, C. A., & Collins, J. L. (1993). *Reading National Geographic*. Chicago (IL): Chicago University Press.

McCabe, J. Terrence. (1990). Turkana pastoralism: a case against the Tragedy of the Commons. *Human Ecology* 18(1):81-103.

Mendel, G. (2005). Living with AIDS. *National Geographic Magazine*. (September 2005):66-73.

Moseley, W. (2005). Reflecting on National Geographic Magazine and Academic Geography: The September 2005 Special Issue on Africa. *African Geographical Review*, 24:93-100.

Peoples, James and Garrick Bailey. (2011) *Humanity: An Introduction to Cultural Anthropology*. Wadsworth Publishing.

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



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

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

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

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

We want to Anthropology 3418: Anthropology of Africa to meet two GE requirements: **Social Science: Individuals and Groups** and **Diversity: Global Studies**.

**The goal of Social Science: Individuals and Groups** is that students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. The expected learning outcomes are:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy-making.

**The goal of Diversity: Global Studies** is to help students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. The expected learning outcomes are:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**a) How do the course objectives address the GE category expected learning outcomes?**

The course goals are aligned with the goals of both GE requirements (please see below and page one of the syllabus).

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

1. Understand and appreciate anthropological perspectives of contemporary issues in Africa (anthropological approach);
2. Recognize the difference between scholarly and non-scholarly sources and appreciate the value of scholarly sources (information literacy);
3. Draw from multiple disciplinary approaches to come to a better understanding of current issues in contemporary Africa (disciplinary perspectives);
4. Effectively contribute to discussions, including facilitating the participation of others and inclusion of other points of view (productive interaction with other students);

5. Recognize how mainstream media creates stereotypes about Africa and how this shapes our perceptions of the continent (critical literacy, reflexivity);
6. Effectively communicate anthropological understandings of contemporary issues in Africa in writing and oral presentations without recreating stereotypes (writing skills, representation).

**b) How do the readings assigned address the GE category expected learning outcomes?**

The readings provide an anthropological social science perspective of the African content. The readings will help students understand the diversity within and among African societies. One of the main goals of the goal is unlearn stereotypical understandings of Africa in order to come a better understanding of the diversity and dynamism of the continent using an anthropological approach.

**c) How do the topics address the GE category expected learning outcomes?**

In the course, students will compare and contrast mainstream and anthropological understandings of three current sociocultural topics: ethnicity and social identity, the HIV/AIDS epidemic, and community conservation. Students will use a holistic perspective to examine the political, economic, cultural, physical, social, and philosophical dimensions of these issues.

**d) How do the written assignments address the GE category expected learning outcomes?**

The main assignment is a research project in which students examine one thematic issue in Africa. The research project is divided in a number of smaller assignments over the course of the semester that will prepare students for writing a thorough and thoughtful research paper. The goal of the paper is to come to an anthropological understanding of your particular topic. The final papers will be edited for a special issue of the National Anthropological Magazine (NAM) dedicated to Africa. Students will write one 10-page magazine article for the NAM in which they have to effectively communicate your anthropological understanding of a contemporary issued in Africa in writing. They will have to do this by effectively explaining and supporting their arguments by providing evidence and illustrations; presenting ideas and evidence clearly and concisely; and organizing your article with an introduction with a problem statement, data discussion and a conclusion. They should cite appropriately and integrate course readings in their paper. As in the National Geographic Magazine (NGM) articles they should include pictures and captions; however, these pictures should not reinforce mainstream views about Africa.

### 3418 GE Assessment Plan

The course **ANTHROP 3418: *Anthropology of Africa*** meets the GE requirements for both Social Science: Individuals and Groups and Diversity: Global Studies in two important ways.

First, students learn to apply anthropological methods and theories to the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Second, students learn about the pluralistic nature of institutions, society, and culture across the world, in this case, in societies across Africa.

There are two primary ways in which we will assess the effectiveness of the course in achieving the GE learning outcomes for Social Science: Individuals and Groups (SS) **and** Diversity: Global Studies (D). Specific goals within each GE category (SS, D) are referred to by number (e.g., SS1 refers to the first goal of courses in this category which is to learn about the systematic study of human behavior and cognition. Some expected learning outcomes address multiple goals across both categories).

First, students will write a *Magazine Article* in which they apply and communicate their anthropological understanding of a contemporary issue in Africa (SS1, SS2, D1), without reinforcing mainstream views about Africa (D2).

Second, students will write a *Review Essay* in which they compare and contrast their papers with those of mainstream sources and reflect on what they have learned and unlearned about Africa (SS3, D1, D2).

The course is successful when students have mastered the learning outcomes outlined in the syllabus (page 10-11) and have demonstrated this mastery in the different assessments (page 3-5). In particular, we expect students to do the following in their *Magazine Article* and *Review Essay*:

- (1) be able to describe and explain other cultures without judging them by the standards of their own culture (SS1, D1, D2);
- (2) consider the whole range of cross-cultural variation when writing about their topic (SS1, D1);
- (3) be able to understand that elements of a culture are interrelated and should be understood within context (SS1, D1);
- (4) be able to understand what culture is and how it shapes how human experience, perceive and act in the world (SS1);
- (5) consider how mainstream media creates stereotypes about Africa and how this shapes their perceptions of the continent (reflexivity) (SS3, D2);

(6) effectively communicate anthropological understandings of contemporary issues in Africa without recreating stereotypes (SS3, D1, D2).

Each time the course is taught, student papers are compiled in the *National Anthropological Magazine* (NAM), which is shared among students and archived by the instructor. The effectiveness of the course can be assessed over multiple iterations of the course by comparing the papers different issues of the *National Anthropological Magazine*. The instructor will also be able to evaluate the effectiveness of the course by comparing grades for the paper and review essays in each iteration of the course (see attached rubrics). In addition, the instructor will use Small Group Instructional Diagnosis (SGID) conducted by the University Center for the Advancement of Teaching (UCAT) to assess how the course can be improved.

**NATIONAL ANTHROPOLOGICAL MAGAZINE (NAM) ARTICLE RUBRIC  
(25-point scale)**

	<b>Meets expectations</b>	<b>Meets some expectations</b>	<b>Does not meet expectations</b>
<b>Title</b>	<p><b>1 point</b> Contains a title that accurately reflects the scope and content of the paper.</p>	<p><b>.5 points</b> Contains a title that is only tangentially related to, or does not accurately reflect, the scope and content of the paper.</p>	<p><b>0 points</b> Does not contain a title.</p>
<b>Organization</b>	<p><b>2 points</b> Contains an introduction with a clearly articulated, well reasoned, and informed problem statement.</p> <p>AND</p> <p>Contains a clearly articulated, well-reasoned, and informed data discussion.</p> <p>AND</p> <p>Contains a clearly articulated, well-reasoned, and informed conclusion.</p>	<p><b>1 point</b> Contains an introduction with a vague, unclear, underdeveloped, and/or uninformed statement,</p> <p>AND</p> <p>Contains a vague, unclear, underdeveloped, and/or uninformed data discussion and conclusion.</p> <p>OR</p> <p>Contains only 2 of the 3 elements but those 2 elements are clearly articulated, well reasoned, and informed.</p>	<p><b>0 points</b> Does not contain all 3 elements</p> <p>AND</p> <p>1-2 of those elements are vague, unclear, underdeveloped, and/or uninformed.</p>
<b>Content</b>	<p><b>4 points</b> Content is anthropological (e.g., holistic, comparative, relativistic) and does not reinforce stereotypes.</p> <p>AND</p> <p>Content is presented clearly and concisely in a manner that is accessible to lay people.</p>	<p><b>1-3 points</b> Only a portion of the content is anthropological (e.g., holistic, comparative, relativistic) and does not reinforce stereotypes.</p> <p>AND/OR</p> <p>Some or all of the content is presented in a vague and/or lengthy and/or redundant manner.</p> <p>AND/OR</p> <p>Some or most of the content is too technical or contains too much jargon and is not accessible to lay people.</p>	<p><b>0 points</b> Content is not anthropological (e.g., holistic, comparative, relativistic) and reinforces stereotypes.</p> <p>AND</p> <p>Most or all of the content is presented in a vague and/or lengthy and/or redundant manner.</p> <p>AND/OR</p> <p>Content is too technical or contains too much jargon and is not accessible to lay people.</p>

<b>Editing</b>	<p><b>5 points</b> Feedback from instructor has been incorporated effectively in the paper.</p>	<p><b>1-4 points</b> Some of the feedback from instructor has been incorporated in the paper.</p>	<p><b>0 points</b> There is no evidence of incorporating feedback from the instructor in the paper.</p>
<b>Argumentation</b>	<p><b>3 points</b> Arguments are clearly articulated.</p> <p>AND</p> <p>Arguments are well supported with evidence, illustrations, and/or examples.</p>	<p><b>1-2 points</b> Arguments are vague or not articulated clearly.</p> <p>AND</p> <p>Arguments are vaguely to adequately supported with evidence, illustrations, and/or examples.</p> <p>OR</p> <p>Only some arguments are adequately supported with evidence and illustrations/examples.</p>	<p><b>0 points</b> Does not contain any arguments.</p> <p>OR</p> <p>Arguments are not supported with evidence, illustrations, and/or examples.</p>
<b>Images, Captions, Quotes</b>	<p><b>5 points</b> Includes between five and seven images with captions and between five and seven quotes.</p> <p>AND</p> <p>The images, captions, and quotes do not reinforce stereotypes.</p>	<p><b>1-4 points</b> Includes fewer than five images with captions and fewer than five quotes.</p> <p>AND</p> <p>Some of images, captions and quotes reinforce stereotypes.</p>	<p><b>0 points</b> Does not include images, captions and/or quotes.</p> <p>OR</p> <p>All of the images, captions, and quotes reinforce stereotypes.</p>
<b>Formatting</b>	<p><b>1 point</b> Article is properly formatted using the MS Word template and size 12 font.</p>	<p><b>0.5 point</b> Article is properly formatted using the MS Word template but uses a font size that is too small or too large.</p>	<p><b>0 points</b> Article is not formatted using the MS Word template.</p>

<b>Incorporation of Course Materials</b>	<p><b>1 point</b> Incorporates course materials in a manner that demonstrates a clear connection between the topic and the course materials used.</p>	<p><b>0.5 point</b> Incorporates course materials in a manner that demonstrates little to no connection between the topic and the course materials used.</p>	<p><b>0 points</b> Does not incorporate course materials into the text.</p>
<b>References and Citations</b>	<p><b>1 points</b> Contains a list of references.  AND  All citations are properly formatted in accordance with AAA guidelines.</p>	<p><b>0.5 points</b> Contains a list of references.  AND  Most citations are properly formatted in accordance with AAA guidelines.</p>	<p><b>0 Points</b> Does not contain a list of references.  OR  Few or none of the citations are properly formatted in accordance with AAA guidelines.</p>
<b>Mechanics</b>	<p><b>2 points</b> Contains very few to no grammatical, spelling, and/or punctuation errors.</p>	<p><b>1 point</b> Contains a moderate amount of grammatical, spelling, and/or punctuation errors.</p>	<p><b>0 points</b> Contains an excessive amount of grammatical, spelling, and/or punctuation errors. Grammatical, spelling, and/or punctuation errors make ideas/content unclear.</p>



**REVIEW ESSAY RUBRIC  
(15-point scale)**

	<b>Meets expectations</b>	<b>Meets some expectations</b>	<b>Does not meet expectations</b>
<b>Articles Reviewed</b>	<p><b>3 points</b> Contains reviews of at least two articles from the NAM.</p>	<p><b>1 point</b> Contains review of only one article from the NAM.</p>	<p><b>0 points – -8 points</b> Does not contain a review of any of the articles from the NAM.</p>
<b>Comparison and Contrast with NGM</b>	<p><b>4 points</b> Contains clearly articulated and informed comparisons of the NAM articles with those found in NGM.</p> <p>AND</p> <p>Contains clearly articulated and informed contrasts of the NAM articles with those found in NGM.</p>	<p><b>2-3 points</b> Contains vague and/or uninformed comparisons of the NAM articles with those found in NGM.</p> <p>AND</p> <p>Contains vague and/or uninformed contrasts of the NAM articles with those found in NGM.</p> <p>OR</p> <p>Contains only either comparisons or contrasts, but those comparisons or contrasts are clearly articulated and informed.</p>	<p><b>0-1 points</b> Does not contain comparisons or contrasts of the NAM articles with those found in NGM.</p> <p>OR</p> <p>Contains only either comparisons or contrasts, but those comparisons or contrasts are vague and/or uninformed.</p>
<b>Reflections on Learning and Unlearning</b>	<p><b>4 points</b> Contains clearly articulated and specific reflections on what the student learned about Africa from the NAM articles.</p> <p>AND</p> <p>Contains clearly articulated and specific reflections on what the student unlearned about Africa from the NAM articles.</p>	<p><b>2-3 points</b> Contains vague reflections on what the student learned about Africa from the NAM articles.</p> <p>AND</p> <p>Contains vague reflections on what the student unlearned about Africa from the NAM articles.</p> <p>OR</p> <p>Contains only reflections on either what the student learned or unlearned (but not both), but those reflections are clearly articulated and specific.</p>	<p><b>0-1 points</b> Contains only reflections on either what the student learned or unlearned about Africa from the NAM articles.</p> <p>OR</p> <p>Contains only reflections on either what the student learned or unlearned (but not both), but those reflections are vague.</p>

References and Citations	<p><b>2 points</b> Contains a list of references.</p> <p>AND</p> <p>All citations are properly formatted in accordance with AAA guidelines.</p>	<p><b>1 points</b> Contains a list of references.</p> <p>AND</p> <p>Most citations are properly formatted in accordance with AAA guidelines.</p>	<p><b>0 - -3 Points</b> Does not contain a list of references.</p> <p>OR</p> <p>Few or none of the citations are properly formatted in accordance with AAA guidelines.</p>
Mechanics	<p><b>2 points</b> Contains very few to no grammatical, spelling, and/or punctuation errors.</p>	<p><b>1 point</b> Contains a moderate amount of grammatical, spelling, and/or punctuation errors.</p>	<p><b>0 points - -6 points</b> Contains an excessive amount of grammatical, spelling, and/or punctuation errors. Grammatical, spelling, and/or punctuation errors make ideas/content unclear.</p>

## GE Consideration 3418

(1) I would like to *ANTHO 3418 Anthropology of Africa* be considered for the GE requirements **Social Science: Individuals and Groups** and **Diversity: Global Studies**.

(2) The goal and learning outcomes of *ANTHO 3418 Anthropology of Africa* are well aligned with the goals and learning outcomes of courses within both the Social Science: Individuals and Groups and Diversity: Global Studies categories. It offers students another opportunity to meet the GE requirements Social Science: Individuals and Groups and Diversity: Global Studies requirements.

(3) Other than a request to change the course name, there are no programmatic implications for our GE request.

(4) Please see attached syllabus.

(5) GE Rationale. The goal and learning outcomes of *ANTHO 3418 Anthropology of Africa* are well aligned with the goals and learning outcomes of the GE requirements for Social Science: Individuals and Groups and Diversity: Global Studies (see below).

The goal of **Social Science: Individuals and Groups** is that students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. The **expected learning outcomes** are:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy-making.

The goal of **GE Diversity: Global Studies** is for students to understand the pluralistic nature of institutions, society, and culture in the United State and across the world in order to become educated, productive, and principled citizens. The **learning outcomes** are:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.;

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

### **Anthropology 3418 Learning Outcomes**

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

1. Understand and appreciate anthropological perspectives of contemporary issues in Africa;
2. Recognize the difference between scholarly and non-scholarly sources and appreciate the value of scholarly sources;
3. Recognize how mainstream media creates stereotypes about Africa and how this shapes their perceptions of the continent;
4. Effectively contribute to discussions, including facilitating the participation of others and inclusion of other points of view;
5. Effectively communicate anthropological understandings of contemporary issues in Africa in writing and oral presentations without recreating stereotypes.