**PRELIMINARY Cursusinformatie / Course description**

**Name of the course** *The field of African Studies and Interdisciplinarity*

**Part 1. Aims and results of Africanist research**

**Curriculum:** MA African Studies


**ECTS:** 10.0

**Level:** 400

**Year:**

**Term:** First semester

**Block:** 1

**Course code:** MAIAS1

**Academic year:** 2010-2011

**Language of instruction:** English

**Timetable**

Schedule: Mondays: **13.00 - 16.30**; Thursdays: **11.00 -15.00**

**Place:** All lectures take place in room 3A06 (Faculty of Social Sciences, Wassenaarseweg 52 Leiden)

**Method of Instruction**

The course consists of six weekly blocks. A block contains a double lecturer on the Monday (13.00-16.30) after which precise assignments are handed out to students. The assignments are submitted in written form. In workshop meetings (11.00-15.00) on Thursdays the students give presentations on the basis of the assignments.

**Literature**

A reader will be available for copying at the secretariat of the African Studies Centre. You are required to make your own copy. The reader will contain only compulsory literature.

**Description**

The course contrasts the intellectual homogenization of Africa created by colonialism and post-colonial politics with the great diversity of the continent. The course addresses the epistemology of African Studies (construction of knowledge in/on Africa) in a series of related themes that all researchers in Africa needs to know: (a) the imagery of Africa in different disciplines and the intertextual relationships with images and discourses in the arts; (b) local forms of knowledge in Africa; (c) the persistence and history of the dichotomy of the “modern” and the “traditional” (d) the *longue durée* of the ecology and economy of the African continent; (e) the study of society and environment in Africa and (f) armed conflicts and the state in Africa. These themes will be illustrated on the basis of ongoing and recently completed research.

**Course objectives**
The course provides students with insights into the various ways Africa was and is looked at throughout time. It makes them familiar with the nature and controversies of African Studies.

**Examination**

**Weekly assignments**

**Overview of lectures**

**Monday 6 September 2010: 10.00 - 12.00 hrs.**  
**Information meeting** with time for questions and presentation of the courses. Welcome by the Director of the African Studies Centre (Prof. Ton Dietz). Presentation of the Research Master in African Studies: Overview and some Practical Aspects (Academic coordinator, Programme Coordinator). The Africa Studies Center history and present directions (Mirjam de Bruijn, Director of the Research Master in African Studies). Presentation of the goals and coherence of the first two courses (Academic coordinator and Mirjam de Bruijn); Presentation of the second semester courses (track leaders/Academic coordinator)

**Module 1, Week 1. Monday - Thursday, 6 - 9 September, 2010.**  
**Epistemology of African Studies: Social Sciences and the Arts.**  
**Lecturers:** Mirjam de Bruijn and Daniela Merolla

The first lecture introduces the field of Africanist studies by discussing the development of African Studies. We will raise questions such as “What does it mean to do research and investigate/acquire/construct knowledge in/on Africa?” and “What is the role of interdisciplinarity in Africanist studies?” (Mirjam de Bruijn). The intertextuality of scientific and artistic images of Africa is further engaged by asking how far scientific images critically/uncritically shape the construction of Africa in the arts and vice versa (D. Merolla). Understanding, applying and judging the various ways Africa and African Studies have been constructed throughout time is indeed a necessary element of knowledge to be acquired during this Research Master.

**Compulsory reading:**


Zeleza, P.T., African Studies from a Global Perspective,  
[http://zeleza.com/blog/african-affairs/african-studies-global-perspective](http://zeleza.com/blog/african-affairs/african-studies-global-perspective)

**Recommended reading (not in reader):**


Appiah, KA, African Studies and the concept of knowledge, in B. Hamminga (Ed),
Knowledge Cultures (etc), Amsterdam/New York, Rodopi, 2005: 23-56
Coqueroy-Vidrovitch, C., De l’"africanisme’ vu de France, Le débat, 118, 2002: 34-48

Assignment:
The students choose for one of the following options (evenly divided over the group); Written report to be handed in on Thursday and to be presented orally in the workshop:
1. Write a short paper of African studies in a specific country or region
2. Analyse and comment on the work of an Africanist based in an African University or Research institute; discuss his or her ‘vision’ on African studies and the role he or she played in the development of this field.
3. Analyze the sequences of the collection (copies of the lecturer) of colonial and postcolonial films and documentaries (such as “Siliva the Zulu”, Cipriani, Lido/Attilio Gatti, 1927; The Gods must be crazy 1, Uys, Jamie, 1980 and Keïta : l’héritage du griot ; Werelldcinema, Dani Koyate, 2008) and compare the images and construction of Africa. What continuities, what changes in these representations? What are the (implied) audiences?

Module 1, week 2. Monday - Thursday, 13 - 16 September 2010
Monday 13 September 2010, 10.00-12.00 hrs.
“African Studies on the Web”
Lecturer: Jos Damen

In this Lecture attention will be given to the methodology of searching scientific information on African Studies and how to use this information in your own texts (citing, bibliographic information).
Special attention will be given to search engines, electronic journals and e-books, the Internet Archive and Scientific Commons, bibliographic databases and trends in availability and Open Access (repositories, etc).

Assignment:
Writing of a new entry for the English, Dutch, German or French version of the online encyclopedia Wikipedia. Special attention must be given to References and External links.
Or:
Writing of a short text about an African country, region, city or person. The text should be for a general audience. Cite references.

Monday 13 September 2010, 13.00-16.30 hrs.
“Africa” and the historical processes that gave it its (appearance of) unity
Lecturers: Ton Dietz and Peter Pels

The second module goes on discussing images and meaning(s) of “Africa” and the construction on knowledge on/of Africa. The first lecture (Ton Dietz) scrutinizes
knowledge and understanding of various images of Africa through an analysis of
cartographic maps and map projection. The lecture continues with the practice of
projecting Africa, from Ptolemy’s map of Africa through maps from the voyagers of
discovery and from the period of colonization until cartographic representations in the
development era, which tend to follow uncritically previous representations. The second
lecture (P. Pels) discusses accounts of slavery and colonial rule in the 19th and 20th
century. It starts with analyses of the change in the image of Africa during the abolition
of the slave trade, and continues with the ways in which colonial rule and the
geopolitics of decolonization have produced the image of Africa that is used in African
Studies today.

Compulsory reading:
Appiah, K.A “The Invention of Africa”, in In My Father’s House. Africa in the
Philosophy of Culture, London, Methuen, 1992: pp. 1-42
Brantlinger, Patrick The Genealogy of the Myth of the Dark Continent, in Rule of
Darkness. British Literature and Imperialism, 1830-1914, Ithaca, Cornell University
Mbodj, M. (2002), "So geographers in Africa maps with savage pictures fill their gaps:
representing Africa on maps. In: G. Bond & N. Gibson, Contested terrains and

Recommended reading (not in reader):
Gould, P. (1960), The development of the transportation pattern in Ghana. Evanston:
Northwestern University Studies in Geography 5
Jacobson, W. (2004), The rediscovery of Africa 1400-1900: antique maps and
Virginia Lacroix, W. (1998), Africa in Antiquity: a linguistic and toponymic analysis of
Ptolemy’s map of Africa. NICCOS 28. Saarbrucken: Verlag für
Entwicklungspolitik.
Noyes, J. The natives in their places: Ethnographic cartography and the representation
of autonomous spaces in Ovamboland, German South West Africa, History and
Anthropology, 8, 1-4, 1994 : 237-264
Lewiston: Edwin Mellen Press.

Assignment:
Through the assignment, students apply their knowledge and understanding of these
different ways of representing Africa, in a set of selected texts from the era of
decolonization. On the basis of this material, they will determine in a report and
presentation whether old images of Africa still occur or new images have arisen.

To be executed by students in two or threes. Written report to be handed in on Thursday
and to be presented orally in the workshop

1. Compare and analyse different cartographic representations of Africa in international
magazines like (1) The Economist and Newsweek; (2) Magazines on Africa like Le
Nouvel Afrique-Asie, Jeune Afrique, Africa Week and African Business (see ASC library) (3) Magazines from Africa (see ASC library); and (4) Dutch development magazines like Vice Versa, Internationale Samenwerking and Onze Wereld (see ASC library).

2. Compare and analyse the representations of Africa that arise from William B. Du Bois’s “The Giant Stirs” (1955), from Gwendolyn Carter’s speech at the 1960 Africa Symposium at Wellesley College, and from Julius Nyerere’s 1960 speech at the same venue. In which ways do the definitions of “Africa” of the foremost African-American historical scholar, of one of the most established US political scientists and one of the founders of the African Studies Association, and of one of the most esteemed African nationalists differ? Why do you think those differences arise?

3. Analyze Sidney Pollack’s “Out of Africa”, Werner Herzog’s “Herdsmen of the Sun”, and H.J. Lemieux’s “Youth Builds a Nation in Tanzania” (all three films available at the ASC Library), and compare the different representations of “Africa” of the three movies. Whose representations are they (as judged from the films themselves) and what audience do they seem to address?

Thursday 16 September 2010: 11.00 - 15.00 Assignment
15.30-17.00: Extra lecture: Images of Africa: language and cognition.
Lecturer: Felix Ameka

The lecture on Thursday takes over the discussion on the construction of Africa in relation to forms of knowledge and interpretation located in African languages (F. Ameka) and the relationship between language, worldview, and cognition. Understanding, applying and judging the various ways knowledge of/on Africa has been constructed throughout time is a necessary element of knowledge to be acquired during this Research Master.

Compulsory reading:

Module 2. Week 3. Monday - Thursday, 20 - 23 September 2010
The study of African societies and the dichotomy of the “modern” and the “traditional”. Perspectives from historical studies and anthropology of religion.
Lecturers: Inge Brinkman and Rijk van Dijk
Schedule: Mondays: 13.00 - 16.30 ; Thursdays: 11.00 -15.00

The lectures by Rijk van Dijk and Inge Brinkman will deal with various dimensions of the modern production of African traditionality, but will also venture to demonstrate that the modern-tradition divide is in itself a modernity’s construction that has its roots in Western academia as well. In addition, the lectures will demonstrate that a concept like 'the African tribe', usually regarded as 'traditional' may have unexpected modern and dynamic dimensions (I. Brinkman) whereas explicit anti-traditionalist institutions, such as modern Pentecostal churches, may demonstrate a continuity of a religious past they proclaim to reject (R. van Dijk).
The assignment for the students in this week on 'tradition' and 'modernity' focuses on the exploration of the modern making of traditional Africa as a tourist experience. Students will be asked to collect and analyze a number of tourist brochures that present enticing and often exoticising images of Africa. They are expected to write a 4/5-page summary of their findings pertaining to the questions how and in what way an image of Africa is being construed and to what extent these images reproduce common notions concerning Africa as a traditional society. What is the modern marketable value of such images, why do they represent a nostalgia of things that never existed, and why do they represent tradition as something time-less, static, time-honoured and out-of-place?

Compulsory reading:

Recommended reading (not in reader):
On tourism:

On tribalism/ethnicity:

On religion and the critique of tradition:

Assignment:
Students will be asked to collect and analyse a number of tourist brochures that present enticing and often exoticising images of Africa. They are expected to write a 4/5-page summary of their findings pertaining to the questions how and in what way an image of Africa is being construed.

EXTRA MEETING ON Monday 27 September 2010, 10.30 - 12.00
Lecturer: To be announced
Will give a critical analysis of the position of knowledge in the Ministry of Foreign Affairs’ policy linked to the analysis on the misunderstandings between scientists and policy makers.

The longue durée in the construction of knowledge on Africa
Lecturers: Robert Ross and Todd Crane
Schedule: Mondays: 13.00 - 16.30; Thursdays: 11.00 - 15.00

In this module we will be concerned with the degree to which the deep structures of the African past have survived and flourished in the twentieth and twenty-first centuries. After a short introduction of the concept of durée, and historical ideas on temporality and causality, two matters will be addressed:

1) Ross on the persistence of particular sets of values—with regard to honour and self-esteem, political responsibility, wealth etc—developed pre-colonially and possibly maintained into the present.
2) Todd on biological and social co-evolution, mainly concerned with West Africa, and with such matters as malaria, human genetics and farming systems;

Compulsory reading:

Recommended reading (not in reader):

Assignments:
Critical understanding and explanation of the relationship between African biology and the nature of the human past and present, on the basis of works in environmental history and ecological or biological anthropology.
Discussion of the proposition: “Even when they are land-poor, African societies behave as if they are land-rich and people-poor.”

Module 3. Week 5. Monday - Thursday, 11-14 October 2010
Construction of Africa and armed conflicts: causes and possible solutions.
Lecturers: Georg Frerks and Matthijs van Leewen (to be confirmed)
Schedule: Monday: 13.00 - 16.30 ; Thursdays: 11.00 - 15.00

The lectures and class will concern armed conflicts in Africa over the past 15 years. These are sometimes considered prime examples of a new type of war that is both postmodern (in the sense that it is not controlled primarily by armed forces organized by a state) and traditional (in the sense that it contains elements of very old conflicts). These and other points of view will be analysed. The lectures will also consider the ways commonly adopted by the international community for countering such conflicts.

Compulsory reading:
Athens/Oxford: Ohio University Press/James Currey

Recommended reading (not in reader):

Assignments:
1. Take some consecutive numbers of a daily paper - eg the NRC Handelsblad, de Volkskrant, etc., or of a magazine such as Time etc. Locate articles on an African war. Study carefully the factors that are mentioned in the reports, and make a list of any relevant information that in your opinion is missing. Or follow same procedure with a recent TV documentary film.
3. Study the mandate of the African Union mission in Darfur, Sudan. Make a list of elements that you think are controversial or that should be added.

The study of society and environment in Africa (to be confirmed)
Lecturers: Gerard Persoon, Mirjam de Bruijn & Han van Dijk
Schedule: Monday: 13.00 - 16.30; Thursdays: 11.00 - 15.00

There are important debates about the relation between society and natural resources in African Studies. It evolves around two issues: resources as the basis of economy and the intrinsic value of nature. 80% of the African population lives in rural areas and urban economies are dependent on agricultural activities. Important variables are ecology and climate. The intrinsic value of African nature has become part of important policies around management of resources: the installation of parks, Eco-zones and eco-tourism, around which a heated debate developed on the relationship between societies, their economies and nature.
The two lectures focus on different debates on society and environment in Africa. The first addresses the recent debate on ‘nature’ and nature conservation. The second lecture deals with resources and their ‘use’ and will discuss social theories on resources and society, in a specific ecological setting: dry areas. Both lectures are based on research traditions within the Dutch academia.

Please note that this is a discussion seminar and lecturers may adapt/modify their topics in a later stage.

I Nature is culture: perceptions of the environment
Gerard Persoon, CML
Biodiversity, nature, natural resources, and wilderness are widely used concepts in the descriptions of various parts of Africa. Their meaning and relevance however are not self evident scientific concepts. The concepts have different meanings for local people, governments in search of potential sources of income, and international conservation agencies. In other words: perceptions of nature are culturally bound, so nature is culture.
In this module we shall discuss the history of nature and society in the African context. We shall pay attention to some of the dominant modes of environmental exploitation including processes of domestication of species of plants and animals.
During this lecture we shall discuss some dominant ideas in the history of human-environment interactions in Africa. We shall also discuss trends in environmental management under different political regime. Finally mention needs to be made of external influences in the way nature and natural resources are exploited and managed.

Compulsory reading:

2. Resources Dynamics:
Mirjam de Bruijn & Han van Dijk
About two-thirds of Africa is located in arid, semi-arid and sub-humid climate zones. Climate variability has a major impact on the economy and society in these areas. In this lecture we sketch briefly the evolution of thinking on resource dynamics in drylands in Africa, and how this has directed debates on the relation between people/society and resources. The case study presented in the lecture is based on long term ecological anthropological research in the Sahel in West and Central Africa.

Compulsory reading:

Recommended reading (not in reader):

This week’s assignment is about the art of debating. Next to analytical, writing and fieldwork skills a good researcher needs to have debating skills, in order to convince others that the results of his/her research and theoretical and political position are taken into account.

Therefore we will have two debates on Thursday in order to practice debating skills. You are asked to prepare these debates on the Tuesday and Wednesday, debate on Thursday and write a report on the debates on Friday to be handed in Friday afternoon. Marks will be based on the quality of your contribution to the debate and the quality of the report, in the sense that it adequately reflects the contents of the debate.

Next to literature you need to search to build up your position in the debate you should also consult the literature accounting the position of your adversaries, in order to be able to expose the weaknesses in their arguments. Don’t read everything in detail, because then you will also need the nights to finish everything.

People have been assigned roles in the debate and will debate about the problem for about 45 minutes. One of the other students will be given the task to chair the meeting. The others will not sit idle. They have the task to make observations on the way in which the debaters put forward their arguments and their debating skills. After the debate has ended they will be asked to report about their observations.
11.00-11.45 First debate
11.45-12.30 Evaluation of the first debate
12.30-13.00 Break
13.00-13.45 Second debate
13.45-14.30 Evaluation of the second debate
14.30-15.00 Break

The first debate concerns the culling of elephants. An introduction to the debate has been handed out.

(Example) The following roles will be assigned:
Conservationist point of view : 
World Wildlife Fund : 
Representative of tourist agencies : 
Local Populations’ point of view : 
Park management : 
Government of the Republic of South Africa : 
Chair : 

The second debate concerns the future of nomadic pastoralists and nomadic pastoralism. This debate concerns different perspectives on nomadic pastoralism as explained during the lecture, and should have more the character of a scientific debate. Major issues in this whether pastoralists are a threat to fragile semi-arid and sub-humid ecosystems (and political stability look at the political turmoil in these parts of Africa), which has to be brought under control, or whether they are people living close to nature who by virtue of their closeness to nature or the low level of technology they use are very well adapted to their harsh ecological environment and have become the victims of oppressive and greedy states, and skewed market relations, or whether the problems nowadays with nomadic pastoralism can be solved by a combination of development policies, new technologies, and political and economic reform.

One of the evaluation points of this debate is whether this debate is qualitatively different from the first debate by virtue of its being a scientific debate.

(Example) The following roles will be assigned:
Institutional economics : 
Political ecology : 
New ecology : 
Boserupian theory : 
Classic ecology : 
Malthusian theory : 
Romantic Anthropology : 
Chair : to be assigned
Ph.D. students are required to complete all their course requirements and the Ph.D. Preliminary Examination within two (2) academic years from admission into the Ph.D. program. It is strongly recommended that students take the Ph.D. Preliminary Examination during their first academic year in the Ph.D. Program. Participation in the Ph.D. Preliminary Examination requires a GPA of 3.5 or above on January 1st of the same year the exam is conducted. 4. M.S. Students. Preliminary courses run from October to May. Short-term courses are available from February to May. Students graded excellent are granted admission privileges. You are welcomed to Open House in November and May.