

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Department of Social Anthropology and History		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	SA-102	SEMESTER	G
COURSE TITLE	Issues in African ethnography I		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
<i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special general background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.aegean.gr/courses/SA220/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p><u>Issues in African Ethnography I</u> extends and elaborates upon the introductory course taught in the 2nd semester and entitled: <u>Introduction to the Anthropology of Africa</u>. It aims at deepening and expanding the knowledge acquired during the 2nd semester. However, students who have not attended the introductory course can still attend the present course.</p> <p>Students are introduced to selected classical monographs in the anthropology of Africa which are considered ‘classics’ because they, first: laid down the research framework for the subsequent decade(s), second: were theoretically highly influential and, third: triggered some of the most fruitful discussions in the discipline and the humanities in general.</p> <p>By the completion of the course, students will have acquired a deep understanding of the ways these seminal and influential studies – concerned with “small places” – relate to “big issues”; how they contributed to the development of social anthropology and to the dialogue between the humanities.</p>
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Search for, analysis and synthesis of data and information, with the use of the necessary technology Working independently Respect for difference and multiculturalism Criticism and self-criticism Production of free, creative and inductive thinking	

(3) SYLLABUS

<p>Section I: <u>Kinship, descent theory, and lineages.</u> 1. Kinship: Basic concepts. A. Short introduction to kinship studies. B. Basic concepts and conventions in the anthropology of kinship. C. Marriage. D. Residence. 2. Kinship, descent theory and lineage theory. A. A genealogy of “descent” in British social anthropology. B. What is “kinship”? C. What is a “kinship system”? D. Interpersonal relations and structural principles.</p> <p>Section II: <u>Evans-Pritchard’s <i>The Nuer</i>.</u> 1. Evans-Pritchard and <i>The Nuer</i>: A few words about the work and the author. 2. Population distribution and subsistence activities. A. Humans and cattle. B. Nuer ecology. C. Aspects of locality. 3. Time and space. A. Ecological time, structural time. B. Space and structural distance. 4. The Nuer as a model of lineage societies and the definition of “segmentarity”. A. The political system. B. Structural relativity, feud and political segmentation. C. An example: the village of Konye.</p> <p>Section III: <u>The Nuer and the anthropological community.</u> 1. Introductory. 2. Theoretical distortions and analytical erasures. A. Rule, transgression and the paradox of history. B. The structural and political dimension of affinity. C. Uncles, cattle and chiefs. 3. Ecology, environment and mode of production. A. Environment and ecology. B. Ecology, history and mode of production. 4. Conflicting readings of <i>The Nuer</i>. A. Agnation, lineages and territory ...again. B. Values, structure and human agency. 5. The Nuer: 1980’s-2000’s. A. Blood, cattle and food. B. Money, guns and paper.</p> <p>Section IV: <u>Witchcraft stories: From systems of thought to social structure.</u> 1. Defining magic and witchcraft. Marcel Mauss and Henry Hubert. 2. Witchcraft as a system of thought. A. Evans-Pritchard: “The idea of witchcraft explains unfortunate events”, or: How rational are the Azande and in what terms? B. The ‘category mistake’, or: Can WE take the stance of a Zande? C. Causality and participation: two ways-of-being-in-the-world. 3. Witchcraft, social structure and transformation: witchcraft under the microscope of the Manchester School. A. Introductory: The Manchester School and Victor Turner. B. Aspects of Ndembu social organization. C. ‘Social drama I: The bewitching of Kahali Chandenda by his nephew Sandombu’. D. Concluding remarks: Victor Turner, the Manchester School and the study of witchcraft in Africa.</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Extensive use of the open e-class platform (course webpage)	
TEACHING METHODS <i>The manner and methods of teaching are</i>	Activity	Semester workload

<p><i>described in detail.</i> Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Lectures	39
	Autonomous study and exams preparation	60
	Essay	55
	Final exam	3
	Course total: 13 lectures	157
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>- Final exam</p> <p>- Essay. Students will choose a topic, write and submit an essay of 3000-5000 words at the end of the semester.</p> <p>Students will be evaluated according to their ability in:</p> <ul style="list-style-type: none"> - integrating the anthropological concepts examined in the course - capacity in coherent thinking and writing - understanding the ways in which the ethnography and anthropology of sub-Saharan Africa and the discipline of anthropology overall feeds each other in terms of theories, concepts and methods 	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Louis Dumont. *An Introduction to two theories of Social Anthropology. Descent Groups and Marriage Alliance*. Berghahn Books.

Kuper, Adam. 2005. *The Reinvention of Primitive Society. Transformations of a Myth*. Routledge.

- Related academic journals:

Africa

Journal of African History

Canadian Journal of African Studies/Revue Canadienne des Etudes Africaines

Cahiers d'Etudes Africaines

Journal des Africanistes

African Studies Review