COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Social Sciences
ACADEMIC UNIT	Department of Social Anthropology and History
LEVEL OF STUDIES	Undergraduate

COURSE CODE	SA-106	**SEMESTER**	F

COURSE TITLE	Issues in African Ethnography II

INDEPENDENT TEACHING ACTIVITIES *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*	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Specialised general knowledge
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/SA200/

(2) LEARNING OUTCOMES

Learning outcomes
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.
Consult Appendix A   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*

The course inscribes the communities of sub-Saharan Africa in their historical context, extending and deepening the knowledge acquired by the students who attended Issues in African Ethnography I. The characteristics (institutions, practices and ideas) of African societies are perceived as historical products (products, that is, of the Atlantic slave-trade, colonialism and the market economy).
The main objective of the course is to underline the dynamic aspects of African communities, their fluidity and their continuous transformations in the *longue durée* – in other words: their historicity. Students will realize that Africans are not passive recipients of external forces but agents actively contributing in the shaping of their worlds. Last, they come to realize the power relations often implicit in the process of othering.

General Competences
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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
	Respect for the natural environment

Decision-making	*Showing social, professional and ethical responsibility and*
Working independently	*sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others...*
	....

Respect for difference and multiculturalism
Criticism and self-criticism
Search for, analysis and synthesis of data and information
Production of free, creative and inductive thinking

(3) SYLLABUS

The course consists of three sections.

Section I: <u>From 'tribes' to the 'production of locality': Representations of sub-Saharan Africa</u>. Introduction. **2.** 'Tribes' in space and time. **A.** 'Tribe': crisis of a concept. **B.** 'Tribes', colonialism and British social anthropology. **C.** 'Tribe' and the Atlantic slave-trade. **3.** Beyond 'tribes': the 'production of locality' in pre-colonial Grassfields (west Cameroon). **A.** The 'African frontier' and the 'production of locality': two converging paradigms. **B.** Pre-colonial Grassfields (17th c.-early 20th c.). **C.** The 'production of locality' in precolonial Cameroon Grassfields. **4.** Conclusions.

Section II: <u>Europe in Africa</u>. **1.** Defining colonial studies. **2.** The colonial legacy in Africa. **A.** Invented traditions. **B.** 'Decentralized despotism'. **3.** Aspects of modernity in post-colonial Cameroon. **A.** Identity and belonging. **B.** Kinds of inventions. **C.** Figures of modernity. **D.** Social memories of the slave-trade and forced labour.

Section III: <u>Cannibals, zombies, and the making of an African modernity in the Cameroon Grassfields</u>. **1.** From culinary metaphors to political economy. **A.** From cooking to the political economy of persons. **B.** The political economy of witchcraft. **2.** The modernity of witchcraft: cannibals, zombies and the allegories of capitalism. **A.** Memories and discourses of the Atlantic slave-trade and forced labour. **B.** The Atlantic slave-trade and cannibals in the Cameroon Grassfields. **C.** Colonialism, forced labour and *famla* witchcraft. **D.** Allegories of capitalism. **4.** Concluding remarks: witchcraft and selfhood in sub-Saharan Africa, past and present.

Section IV: <u>Discourse of power, knowledge of otherness</u>. **1.** First contacts. **A.** Great discoveries and seafaring travelers (15th c.). B. African perceptions of the Europeans (15th c. -). **C.** Europeans in African visual arts (15th – 17th c.). **D.** Africans and Africa in European printed media. **2.** Europe and the invention of 'Africa'. **A.** Religion, science and the invention of 'Africa' in visual arts. **B.** Discourse, gender, and representation. **C.** Africa in the anthropological literature. **3.** Africans on Africans and Africa. **A.** Panafricanism, Afrocentrism and *Négritude*. **B.** Anti Pan-Africanism.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Extensive use of the open e-class platform (course webpage)
TEACHING METHODS *The manner and methods of teaching are described in detail.* *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.* *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*	<table><tr><th>*Activity*</th><th>*Semester workload*</th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Autonomous study and exams preparation</td><td>70</td></tr><tr><td>Essay</td><td>38</td></tr><tr><td>Final exam</td><td>3</td></tr><tr><td></td><td></td></tr><tr><td>**Course total :** 13 lectures</td><td>**150**</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *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* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	- Final exam - Essay. Students submit an essay of approx. 3000-5000 words by the end of the semester. Students will be evaluated according to their ability in: - integrating the anthropological concepts examined in the course - comprehending the historicity of sub-Saharan African communities and its manifestations (oral tradition, performative, embodied nature of social memory, etc.) - understanding both the continuities and discontinuities of the historical experiences of African communities and individuals and how these shaped (and still shape) their everyday lives - understanding the substantial (direct and indirect) part played by the European powers in the making of the contemporary post-colonial African politics from the late 19th century to the mid-1960's ("tribalism", civil wars, corruption, patronage, authoritarian regimes, etc.) - acquiring a deep understanding of how Africa relates to Europe and the rest of the world - ability in developing an anthropological approach to social/cultural phenomena and write a coherent text - understanding the process of othering implied in anthropological discourse

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- 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