

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Social Anthropology and History		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>SA-104</b>	<b>SEMESTER</b>	<b>B</b>
<b>COURSE TITLE</b>	Introduction to the Anthropology of Africa		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr/courses/SA186/">https://eclass.aegean.gr/courses/SA186/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Students acquire basic knowledge of the history and the anthropology of sub-Saharan Africa. By the completion of part one, they gain a better understanding of how the black continent relates to the 'western world', and especially to Europe: what were the consequences of the Atlantic slave-trade (mid-17<sup>th</sup> c. – late 19<sup>th</sup> c.) and the colonial encounter (late 19<sup>th</sup> c. – mid-20<sup>th</sup> c.) on the sub-Saharan African communities (demographic, social, economic, cultural, religious, etc.) and to what extent did these «encounters» shaped and continue to shape the everyday lives of Africans? By the end of part two, students shall have acquire a clear picture of what the anthropology of Africa has achieved as well as its status in social anthropology in general: what did the anthropology of Africa contributed (and contributes) in the discipline and how did – and does – the later inspired Africanist scholars in terms of theory, method and objects of study? By the end of the course, students shall be able to understand how the anthropological endeavor relates to the wider cultural and political context that defines it.</p>

### 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
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and 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...
	.....

The course provides students with the necessary tools to think critically about the Others as much as – and reciprocally – about themselves. To gain awareness of the relative standpoint pertaining to their own culture in a world consisting of multiple cultures and a multicultural world. They shall be able to judge their own cultural and social values/assumptions in light of different (sub-Saharan) African worldviews. The course aims at developing anthropological, critical thinking in general and – ideally – at contributing in the shaping of critically thinking persons and citizens.

### (3) SYLLABUS

**Introduction:** What is 'Africa'? **1.** The invention of Africa. **2.** Africa: physical environment and languages.

**Section I:** Introduction to the history of Africa. **1.** The Atlantic Slave-trade. **A.** Origins and growth. **B.** Operation and experiences. **C.** Demographic consequences. **D.** Political consequences. **E.** Economic and social consequences. **F.** The impact of abolition. **2.** Colonial invasion. **A.** Partition. **B.** Resistance and negotiation. **C.** Colonial rule. **E.** Early colonial economies. **F.** Colonial change (1918-1950). **F.1.** Economic change. **F.2.** Education and religion. **F.3.** Political change. **F.4.** The family. **3.** Independent Africa, 1950-1980. **A.** Rapid population growth. **B.** Liberation. **C.** Economic development. **D.** Politics. **4.** Postcolonial Africa (1980-2000). **A.** Structural adjustment. **B.** State contraction and cultural change. **C.** Political change. **D.** Fertility decline. **E.** The AIDS epidemic.

**Section II:** Social anthropology and Africa. **1.** Anthropology and Africa: Beginnings. **A.** The idea of social evolution and the colonial project. **B.** Anthropology professionalizes: new standards of evidence and new criteria of classification. **2.** Anthropology and colonialism. **A.** Early days: American and French anthropologists in Africa. **B.** The colonial context and British social anthropology: the 1920s and 1930s. **3.** The late colonial period – 1960. **A.** The 1940s and 1950s: Radcliffe-Brown, Evans-Pritchard and Fortes. **B.** Migration and urban life: transformable identities. **C.** From 'tribes' to town: shifts of scope and method. **D.** Why two paradigms, 'tribe' and 'town'? **4.** African independence and anthropological specialization, 1960-2010. **A.** Introduction: Academia questions itself. **B.** Dated compendia and subsequent waves of innovation. **C.** Topics and categories. **C.1.** Balandier and the French Marxists. **C.2.** Economy, kinship, and gender. **C.3.** French structuralism and other approaches to modes of thought, religion, and symbolic order. **C.4.** Politics, pluralism, and law. **C.5.** Postcolonial studies.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Extensive use of the open e-class platform (course webpage), documentary screenings (web)	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <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.</i>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	65
	Autonomous study and exams preparation	60
	Final exam	3
	<b>Course total: 13 lectures</b>	<b>128</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Final exam and essay (optional)</p> <p>Students are evaluated according to:</p> <ul style="list-style-type: none"> <li>- Their capacity to assimilate anthropological concept examined in the course</li> <li>- their understanding of the dynamics regulating the mutual relationship between the anthropology of Africa and the discipline of social anthropology overall</li> <li>- their understanding of the ways the practice (fieldwork and writing) of social anthropology in Africa relates to the wider social and political context in different historical periods</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Dumont, Louis. 2006 [1975]. <i>An Introduction to two theories of Social Anthropology. Descent Groups and Marriage Alliance</i>. Berghahn.</p> <p>Kuper, Adam. 2014 [1973]. <i>Anthropology and Anthropologists. The Modern British School</i>. New York – London: Routledge.</p> <p>Kuper, Adam. 2005. <i>The Reinvention of primitive society. Metamorphosis of a myth</i>. New York – London: Routledge.</p> <p>Barley, Nigel. 2000 [1983]. <i>The innocent Anthropologist: Notes from a mud hut</i>. Waveland Press.</p> <p>- Related academic journals:</p>
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*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*