



## African Curriculum Spring 2017 Course List

Updated November 8, 2016

### AFRICAN LANGUAGES & LITERATURE

#### 201 Intro African Literature

*The novelist and Twitter maven Teju Cole suggests that African writing works a bit like a passport with a lot of entry stamps: "I'm comfortable being described as Afropolitan, or African, or American, or pan-African. Or Yoruba, or Brooklynite, or black, or Nigerian. Whatever. As long as the labels are numerous." Where, then, do we place the continent's written languages themselves? That's one of the central questions we address in AF 201, "Introduction to African Languages & Literature." Beginning with the Malian epic tradition and ending with contemporary Portuguese writing in Mozambique, we'll survey literature, films, and visual arts from Africa. Many guest speakers will join us to discuss their creative endeavors and their teaching on African topics. Course fulfills the Comm-B requirement.*

England, Samuel

Core Course

### AFRICAN LANGUAGES & LITERATURE

#### 210 The African Storyteller

*This online course provides students with a new and critical perspective on a popular UW-Madison course. Originally developed by Harold E. Scheub, "The African Storyteller" introduces students to both the oral and written traditions of African literature. The first half of the semester focuses on oral stories, and theories for interpreting them, while the second half focuses on famous 20<sup>th</sup>-century novels, by writers including Chinua Achebe, Ferdinand Oyono, Alex La Guma, and Nawal El Saadawi.*

*All coursework is online. There are no meetings or official office hours. Students read stories and introductory hypertext, watch lectures featuring Harold Schueb, complete quizzes, participate in discussion forums, and compose weekly practice essays. Coursework is synchronous, meaning that, while there is a great deal of flexibility, students must meet weekly deadlines. Major assessments include a midterm essay and a final research essay.*

Brown, Matthew

Core Course

### AFRICAN LANGUAGES & LITERATURE

#### 233 Global HipHop and Social Justice

*Can HipHop culture help make the world more just? If so, what theory and praxis best to advance this aim? These are the questions that drive this conceptual course. Our critical interrogation of the relationship between HipHop and social justice considers the culture from its U.S. Black Power era underpinnings to its disparate contemporary "glocal" manifestations. We begin by asking what is "HipHop," what is "social justice," and what is their relationship, and proceed to consider how HipHop can be an effective force for social justice and what obstacles are in the way. We'll check out HipHop songs and videos from around the world, including North America, Latin America, Africa, Asia and elsewhere, and we will compare and contrast them in their respective social and cultural contexts. Our discussions will develop familiarity with important concepts in Black studies and social theory such as race and colonialism, imperialism and hegemony, structure and agency, identity and strategic essentialism. Weekly readings will typically pair writings specifically on HipHop with theory from across the humanities and social sciences including philosophy, sociology, cultural studies, and political economy. We will endeavor to consider*

*the race/class/gender dimensions of our weekly topics. Students will acquire a broader familiarity with HipHop activism, and develop new conceptual tools and critical thinking skills. This course satisfies the ethnic studies requirement.*

Sajnani,Damon  
Core Course

AFRICAN LANGUAGES & LITERATURE

277 Africa: Introductory Survey

*African society and culture, polity and economy in multidisciplinary perspectives from prehistory and ancient kingdoms through the colonial period to contemporary developments, including modern nationalism, economic development and changing social structure.*

Fair,Jo Ellen  
Core Course

AFRICAN LANGUAGES & LITERATURE

300 African Lit in Translation

*This course is a survey of the most significant topics of contemporary Arabic literature and cinema: Arabs and the West, colonialism and postcolonialism, Discourses on nationalism, religion v. secularization, gender relations, representation of cultural otherness, and the Arab Springs.*

El-Nossery,Nevine  
Core Course

AFRICAN LANGUAGES & LITERATURE

322 Second Semester Arabic

*Continuation of 321.*

Core Course

AFRICAN LANGUAGES & LITERATURE

324 Fourth Semester Arabic

*Continuation of 323.*

Core Course

AFRICAN LANGUAGES & LITERATURE

325 Colloquial Arabic

*African 321 & 322 or equivalent required.*

Core Course

AFRICAN LANGUAGES & LITERATURE

326 Colloquial Arabic

*African 325 required.*

Core Course

AFRICAN LANGUAGES & LITERATURE

332 Second Semester Swahili

*Continuation of 331.*

Core Course

AFRICAN LANGUAGES & LITERATURE

334 Fourth Semester Swahili

*Continuation of 333.*

Core Course

AFRICAN LANGUAGES & LITERATURE

336 Second Semester Language of

South Africa: Zulu

*Continuation of 335.*

Core Course

AFRICAN LANGUAGES & LITERATURE

362 Second Semester Hausa

*Continuation of 361.*

Core Course

AFRICAN LANGUAGES & LITERATURE

372 Second Semester Yoruba

*Continuation of AFRICAN 371. For beginning learners of standard Yoruba; emphasis on proficiency through speaking, listening, reading, and writing, and on communication in cultural context.*

Core Course

## AFRICAN LANGUAGES & LITERATURE

374 Fourth Semester Yoruba

*Continuation of AFRICAN 373, intended to continue to develop and refine competence and performance in linguistic skills that were developed in the first three semesters of Yoruba courses.*

Core Course

## AFRICAN LANGUAGES & LITERATURE

392 2nd Sem-Lang of West Africa: Wolof

*Continuation of 391.*

Core Course

## AFRICAN LANGUAGES & LITERATURE

405 Nollywood

Nollywood is the name that Nigerian filmmakers and audiences have adopted for a film industry that has developed in the last 25 years. This new industry began in the early 1990s with the emergence of “video films”—that is, feature-length films shot on video and sold in the market for home viewing. This innovation allowed for an explosion of commercial filmmaking, and Nollywood has quickly become the major audio-visual media industry of the African continent. In this course, we will watch a variety of Nollywood films and learn about the aesthetic strategies they tend to feature, how the industry has changed over time, what conditions contributed to its emergence and growth, and what audiences, governments, scholars, and other observers have had to say about it. This course will introduce students to examples of Nollywood, as well as discourses about Nollywood. Students will also be introduced to methods of studying film and concepts necessary for understanding African media. A variety of analytical approaches will be fostered, including narrative and visual analysis, media industry analysis, genre analysis, historical and political analysis, and much more. A combination of readings, film screenings, lectures,

student presentations, and small and large essay projects will offer students the opportunity to develop skills for critically thinking about the relationship between motion pictures and society.

Brown, Matthew

Core Course

## AFRICAN LANGUAGES & LITERATURE

405 The Problem of Whiteness

*Have you ever wondered what it really means to be white? If you're like most people, the answer is probably "no." But here is your chance! In Frantz Fanon's famous White Skin Black Mask (1952), his chapter "Look, a Negro!" interrogated the meaning and experience of coming to know oneself as Black under the constant scrutiny of the white gaze. It is an experience concomitant with W.E.B. Du Bois's observation that under systemic racism, even well-meaning whites are constantly asking, in one way or another, "what is it like to be a problem?" But, like Richard Wright's quote above, philosopher George Yancy's book, Look, a White! (2010), turns the question around, and rightly returns "the problem of whiteness" to white people. After all, since white supremacy was created by white people, is it not white folks who have the greatest responsibility to eradicate it? Our class begins here. We will come together with our socially ascribed identities of Black, white, mixed and other and, with the problem properly in its place we will ask ourselves and our allies, what are we going to do with it? Critical Whiteness Studies aims to understand how whiteness is socially constructed and experienced in order to help dismantle white supremacy. Our class will break away from the standard US-centric frame, and consider how whiteness is constructed globally, with particular attention to paradigmatic cases like South Africa. Whereas disciplines such as Latino/a, African, and Asian American studies focus on race as experienced by non-whites, whiteness studies considers how race is*

*experienced by white people. It explores how they consciously and unconsciously perpetuate institutional racism and how this not only devastates communities of color but also perpetuates the oppression of most white folks along the lines of class and gender. In this class, we will ask what an ethical white identity entails, what it means to be #woke, and consider the journal Race Traitor's motto, "treason to whiteness is loyalty to humanity."*

Sajjani, Damon

Core Course

#### AFRICAN LANGUAGES & LITERATURE

436 Adv Studies-Swahili Lang-Rduage: Readings  
*Reading, conversation and composition beyond the fourth semester level with emphasis on the literary tradition of the language and concentration on texts appropriate to the level of the student.*

Core Course

#### AFRICAN LANGUAGES & LITERATURE

446 Readings-Adv Arabic Texts  
*Graduate standing or instructor consent required.*

Mustafa, Mustafa

Core Course

#### AFRICAN LANGUAGES & LITERATURE

451 Lusophone African Literature  
*Chronological and thematic survey of major trends, authors, and works of Lusophone Africa since 1936.*

Madureira, Luis

Core Course

#### AFRICAN LANGUAGES & LITERATURE

476 Sixth Semester Yoruba  
*More complex linguistic structure. Proverbs. Yoruba cultural background in the works of Wole Soyinka.*

Core Course

#### AFRICAN LANGUAGES & LITERATURE

496 6th Sem, Lang of N Africa: Arabic  
*Advanced linguistic structures and literature.*

Mustafa, Mustafa

Core Course

#### AFRICAN LANGUAGES & LITERATURE

605 Cultural Geographies of Africa and the Middle East

*Depending on who you ask, Ameen Rihani was a Lebanese writer with excellent knowledge of Mideast geography, or he may have been a US spy who happened to write books. Kenyan filmmaker Judy Kibinge insists that tableau-shooting techniques are the prime means of conveying citizens overwhelmed by their own physical landscape. In other words, literature, geography, and politics collide with each other all the time, with spectacular results. In this course we will examine travel and distinct cultures of travel, in sources from the Fertile Crescent to Africa and the Diaspora. What figures of the traveler emerge in writing, visual arts, and film? Our sources will include Arabic and sub-Saharan literature, lyric, and video.*

England, Samuel

Core Course

#### AFRICAN LANGUAGES & LITERATURE

609 Global Black Music Circuits  
*Why do African popular styles so often resemble Cuban rumba? When did German pops orchestras start favoring Argentine tango? (Answer: by the 1910s). What brought about the world-wide appeal of US jazz in the 1950s? How does kwaito music of Johannesburg embody neoliberal capitalism? And who can explain why the Filipino popular singer, Charice Pempengco, sounds so much like Whitney Houston? These are some of the many questions we'll be exploring as part of our study of global black music circuits: the means by which diverse and disparate styles and forms*

*connect, fracture, and connect again. Taking a broad, historical view, the course will give attention to the various patterns of circulation that traced across the globe during the 20th and 21st centuries. In doing so, we'll be getting more acquainted with some of the main, commercial genres of black music—samba, isicathamiya, swing, juju, funk, jungle, to name a few—that have developed as part of an international popular sound. And along the way, we'll be considering many of the larger social and cultural themes and forces in which global black music circuits have developed: race and empire; the legacies of colonialism and anticolonialism; US ideologies of Afrocentricity; capitalism and the commodity-form; the power of media technologies, including phonography, which brought “popular music” into material, exchangeable, circulating form. The seminar will seek to balance between critical readings of seminal studies (such as LeRoi Jones, [aka Amiri Baraka] Blues People); individual listening exercises (such as tracing the “biography” of a commercial recording); and group projects in which students will explore an important collection of recordings (for example, the anthologies, “Black Europe” and the UW archive of Paramount records), website (e.g., South African Music Archive Project), or territory of thought (e.g., controversies surrounding the colonial invention of African rhythm). We'll also work to couple the necessity of developing historical knowledge with the likely class interest in contemporary music. The seminar will be right for those who enjoy music (no formal training is required), reading challenging material, and discussing/writing about thorny, unruly ideas. A final assignment taking the form of a 10-12-page paper will be required.*

Radano, Ronald

Core Course

## AFRICAN LANGUAGES & LITERATURE

671 Multilanguage Seminar

*Monitored self-instruction of a less commonly taught language. Through weekly meetings, students discuss their use of self-instructional methods to learn a less commonly taught language (LCTL), get feedback on individualized syllabi and assessment plans, and present progress reports orally and in writing.*

Daly Thompson, Katrina

Core Course

## AFRICAN LANGUAGES & LITERATURE

901 Intellectual History of Cultural Studies

*Where did the phrase, “cultural studies,” come from? And how might its legacy as both a discipline and an anti-discipline inform contemporary studies of black culture in Africa and the diaspora? This seminar will seek to bring these two, orienting questions into continual relation as we undertake an exploration of cultural studies writ large. Rather than conducting a broad survey, the seminar will perform strategic readings, following lines of thought from source to source, from one arena of inquiry to another. We'll begin with Paul Gilroy's *Black Atlantic* (1993), a canonical text, whose copious engagements and interpretations will bring forth a wealth of intellectual points of engagement. After we parse Gilroy's assertions and positions, we'll trace their linkages to a broad expanse of ideas circulating within modern intellectual knowledge. In Gilroy, we may find our way to Hegel, and then to Du Bois and Fanon; we may reach back to Marx, and then to Lukacs and Adorno. Raymond Williams will come up too, who points us to Stuart Hall, Houston Baker, and Achille Mbembe. At this point, we may find ourselves turning to other contemporary authors engaging in broad, transnational conversation on wide-ranging topics, from tragedy to new media, anthropological theories of value to “provincializing Europe.” At the center of our concern will be the relation of aesthetics and politics, and how that relation impacts what we do today as critics, historians, ethnographers, and*

activists. *The seminar is open to graduate students across the humanities and social sciences.*  
Radano,Ronald M.  
Core Course

#### AFRO-AMERICAN STUDIES

277 Enchanting Modern: African Literature, African States

*In this course, we will bring into systematic interaction three composite entities that are traditionally the objects of different study areas and therefore are studied together rarely or only casually: contemporary African literature, the postcolonial African political state, and the larger global modern context that subtends the two. African literature is renowned for its “highly charged political character.” We will historicize this popular knowledge by exploring the evolution of the literary tradition’s fixation with macro-political state matters. We will also pay close attention to the postcolonial state and its transformations, to understand why it attracts such absorbed literary scrutiny, especially of an oppositional kind. The literature and the state, we will learn, are really intimate siblings of the same parent, the global modern. We will study this modernity and its particular inflections in the African context. Our course goal is to have a better grasp of not just Africa’s literary history but also a political history of its literature, and a literary-cultural history of its politics.*

*Some of the literary texts we will study include Chinua Achebe’s A Man of the People, Sembene Ousmane’s Xala, Tahar Ben Jelloun’s Corruption, Lynn Nottage’s Ruined, Nawal El Saadawi’s Memoirs from the Women’s Prison, Ngugi wa Thiong’o’s, Devil on the Cross, and Teju Cole, Every Day is for the Thief and Open City. In addition to literature, we will incorporate film, music, and cartoons, as well as scholarship from history, political science, philosophy, and sociology.*  
Olaniyan,Tejumola  
Core Course

#### AGRICULTURAL AND APPLIED ECON

474 Econ Probs-Developing Areas

*African society and culture, polity and economy in multidisciplinary perspectives from prehistory and ancient kingdoms through the colonial period to contemporary developments, including modern nationalism, economic development and changing social structure.*

Alix-Garcia,Jennifer

Extended Core

#### ANTHROPOLOGY

277 Africa: Introductory Survey

*Analyzes aggregate growth, income distribution and poverty in lower income economies. Uses microeconomics of imperfect labor, capital and insurance markets to explore why some individuals advance economically as their economies grow and others fall behind. Considers implications of aggregate and micro analysis for national and international economic policy.*

Fair,Jo Ellen

Core Course

#### ANTHROPOLOGY

333 Prehistory of Africa

*African society and culture, polity and economy in multidisciplinary perspectives from prehistory and ancient kingdoms through the colonial period to contemporary developments, including modern nationalism, economic development and changing social structure.*

Bunn,Henry T.

Core Course

#### ANTHROPOLOGY

345 Anthropology of Family, Kin, and Community

*Examination of social rules and practices that result from the ways people claim relationships with another. Child fosterage, marriage, descent, transnational families. Undergrad/grad.*

Stambach, Amy

Extended Core

## ANTHROPOLOGY

### 348 Economic Anthropology

*Exploration of social structures, institutions, and cultural practices that compel and oblige people in different times and places to barter, trade, donate, and profit. Undergrad/grad.*

Stambach, Amy

Extended Core

## ANTHROPOLOGY

### 391 Bones for the Archaeologist

*A survey of the archaeological record of human development in Africa, beginning over two million years ago and continuing through the transition to farming and metallurgy; greatest emphasis on the stone age portion of prehistory.*

Bunn, Henry

Extended Core

## ANTHROPOLOGY

### 490 Undergraduate Seminar

*An introduction to the principles and techniques in the identification and interpretation of animal bones. Short lectures and weekly laboratory exercises; analysis of an archaeological bone assemblage.*

Bunn, Henry

Extended Core

## ANTHROPOLOGY

### 970 Seminar in Anthropology & Education

*Intro to Primatological Research*

Extended Core

## CURRICULUM AND INSTRUCTION

### 975 General Seminar

*Anthropological theory, methodology, and field techniques with specific reference to school ethnography and cross-cultural studies of socialization and education.*

Hawkins, Margaret

Bartlett, Lesley

Extended Core

## DANCE

### 118 African Dance

*Mobility, Language & Education*

Kadokia, Maya

Core Course

## ECONOMICS

### 474 Econ Probs-Developing Areas

*Technique and practice of several basic African dance forms with study of their musical, historical and cultural contexts.*

Alix-Garcia, Jennifer

Extended Core

## EDUCATIONAL POLICY STUDIES

### 970 Seminar in Anthropology & Education

*Analyzes aggregate growth, income distribution and poverty in lower income economies. Uses microeconomics of imperfect labor, capital and insurance markets to explore why some individuals advance economically as their economies grow and others fall behind. Considers implications of aggregate and micro analysis for national and international economic policy.*

Extended Core

## ENGLISH

### 813 Enchanting Modern: African Literature, African State

*Anthropological theory, methodology, and field techniques with specific reference to school ethnography and cross-cultural studies of socialization and education.*

Olaniyan, Tejumola

Bartlett, Lesley

Core Course

## ENGLISH

### 813 Enchanting Modern: African Literature, African State

*In this course, we will bring into systematic interaction three composite entities that are traditionally the objects of different study areas and therefore are studied together rarely or only*

*perfunctorily: contemporary African literature, the postcolonial African political state, and the larger global modern context that subtends the two. African literature is renowned for its “highly charged political character.” We will historicize this settled knowledge by exploring the evolution of the literary tradition’s fixation with macro-political state matters. We will also pay close attention to the postcolonial state and its transformations, to understand why it attracts such absorbed scrutiny, especially of the oppositional kind. The literature and the state, we will learn, are really intimate siblings of the same parent, the global modern. We will study this modernity and its particular inflections in the African context. Our course goal is to have a better grasp of not just Africa’s literary history but also a political history of its literature, and a literary-cultural history of its politics. Some of the literary texts we will study include Chinua Achebe’s A Man of the People, Sembene Ousmane’s Xala, Tahar Ben Jelloun’s Corruption, Lynn Nottage’s Ruined, Nawal El Saadawi’s Memoirs from the Women’s Prison, Ngugi wa Thiong’o’s, Devil on the Cross, and Teju Cole’s Every Day is for the Thief and Open City. In addition to literature, we will incorporate film, music, and cartoons, as well as scholarship from literary theory, history, political science, philosophy, and sociology.*

Olaniyan, Tejumola  
Core Course

#### ENVIR ST - GAYLORD NELSON INST

339 Environmental Conservation  
*Examines major environmental conservation approaches in the U.S. and developing countries and how they are influenced by sociopolitical factors, cultural values and scientific understandings of nature. Historical and contemporary cases are explored with emphasis on biodiversity and climate change issues.*

Turner,Matthew  
Extended Core

#### FOLKLORE PROGRAM

210 The African Storyteller  
*The oral tradition and the written word; the composition of stories, relationship between performer and audience, and transmission of tradition in various African societies. This is an online course.*  
Brown,Matthew  
Core Course

#### GEOGRAPHY

277 Africa: Introductory Survey  
*African society and culture, polity and economy in multidisciplinary perspectives from prehistory and ancient kingdoms through the colonial period to contemporary developments, including modern nationalism, economic development and changing social structure.*  
Fair,Jo Ellen  
Core Course

#### GEOGRAPHY

339 Environmental Conservation  
*Examines major environmental conservation approaches in the U.S. and developing countries and how they are influenced by sociopolitical factors, cultural values and scientific understandings of nature. Historical and contemporary cases are explored with emphasis on biodiversity and climate change issues.*  
Turner,Matthew  
Extended Core

#### HISTORY

105 Intro-History of Africa  
*Major historic and current problems in African life, as seen by Africans.*  
Bernault,Florence  
Core Course

## HISTORY

### 277 Africa: Introductory Survey

*African society and culture, polity and economy in multidisciplinary perspectives from prehistory and ancient kingdoms through the colonial period to contemporary developments, including modern nationalism, economic development and changing social structure.*

Fair,Jo Ellen

Core Course

## HISTORY

### 278 Africans in Americas 1492-1808

*Topics include demography and structure of the slave trade, but major focus on continuities and transformations of African cultures and social structures in the Americas--ethnicity, religion, kinship, gender, oral tradition, creolization, etc.*

Core Course

## HISTORY

### 283 Intermediate Honors Seminar

*Health, Healing, and Science in Africa*

Core Course

Kodesh,Neil

## HISTORY

### 600 Advanced Seminar in History

*Islam & Politics: 20th Century*

Chamberlain,Michael

Extended Core

## HISTORY

### 600 Advanced Seminar in History

*Slavery,Migration,& Identity*

Plummer,Brenda

Extended Core

## HISTORY

### 861 The African Postcolony

*Research studies in aspects of African history with emphasis on field research techniques and interpretation of non-archival data.*

Callaci,Emily

Core Course

## JOURN AND MASS COMMUNICATION

### 620 International Communication

*Historical, political, economic and cultural trends in global mass communication systems.*

Palmer,Lindsay

Extended Core

## LANG & CULTURES OF ASIA - LANG

### 322 Second Semester Arabic

*Continuation of 321.*

Core Course

## LANG & CULTURES OF ASIA - LANG

### 324 Fourth Semester Arabic

*Continuation of 323.*

Core Course

## LANG & CULTURES OF ASIA - LANG

### 446 Readings-Adv Arabic Texts

*Graduate standing or instructor consent required.*

Mustafa,Mustafa

Core Course

## POLITICAL SCIENCE

### 277 Africa: Introductory Survey

*African society and culture, polity and economy in multidisciplinary perspectives from prehistory and ancient kingdoms through the colonial period to contemporary developments, including modern nationalism, economic development and changing social structure.*

Fair,Jo Ellen

Core Course

## POLITICAL SCIENCE

### 660 African Politics

*Process of rapid political change in contemporary Africa with special emphasis on the emergence of new states.*

Bonoff, Nicole

Core Course

PORTUGUESE (SPANISH & PORTUG)

451 Lusophone African Lit

*Chronological and thematic survey of major trends, authors, and works of Lusophone Africa since 1936.*

Madureira, Luis

Core Course

SOCIOLOGY

277 Africa: Introductory Survey

*African society and culture, polity and economy in multidisciplinary perspectives from prehistory and ancient kingdoms through the colonial period to contemporary developments, including modern nationalism, economic development and changing social structure.*

Fair, Jo Ellen

Core Course