

**FLR 225 (CRN 26927): VOICES OF AFRICA  
WINTER 2017, MWF 10:00-10:50, 117 FEN**

**Professor:** Lisa Gilman

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**Office Phone:** 541-346-3967

**Office hours:** Mon 1-3 pm, Tues. 10-11 am, and by appt   **Office:** 447 PLC

**Communication.** Email is my preferred method of communication, though phone should be used as necessary. Allow 24 hours for me to respond to emails.

**Required Texts:**

- Dangarembga, Tsitsi. 1988. *Nervous Conditions*. Seattle: Seal Press.
- Additional readings and other materials accessible on Canvas.

**Readings and review of other materials to be completed by the class period for which they are assigned.**

**Course Description:**

This course introduces students to life on the African continent through engagement with a variety of expressive forms used by individuals (“voices”) from a number of countries. Novels, music, dance, dress, blogs, films, and activism will serve as primary sources from which students will learn about the diversity and vivacity of contemporary African peoples.

**Assignments:**

- **Attendance and Participation (10% of final grade):** Students are required to attend class, participate in class activities, and complete regular in-class writings. This portion of your grade will be calculated from in-class assignments as well as your participation and attendance.
- **Unannounced Quizzes over Readings and Other Assigned Materials (20 % of final grade):** Students are expected to always do the required reading or review other assigned materials on the day they are assigned. Short unannounced quizzes on the assigned material will be given throughout the term.
- **Two “Voices” Papers.**
  - **“Voice” Paper #1 (25% of final grade, DUE 2/3, hardcopy submitted in class):** Each student will select one project from the EVIA Digital Archives that is based in an African context. After reviewing the project, each writes a 4-5-page paper briefly describing and analyzing the project. (Guidelines to be posted on Canvas)
  - **Voice Paper #2 (25% of final grade, due DUE 3/1, hardcopy submitted in class):** Students write a 4-5-page paper about a specific “voice” of their choice. The paper should include a description of the person/people involved in its production and reception, the context(s) in which it occurs, and its meanings and functions. (Guidelines to be posted on Canvas).
- **Attend EVERYDAY LIFE ON THE AFRICAN CONTINENT Symposium (10 % of final grade, DUE March 6, submit hard copy due in class).** The University of Oregon is hosting this all-day symposium on **Friday, February 24**. Students must attend at least two hours of the symposium—1 hour during our regular class period and a second hour some time during the day. Each student writes a 2-3 page reflection on the symposium that includes a summary of what they observed happened, their thoughts about relevant “voices,” and how the symposium connects to class themes.
- **Attend lecture or event (10% of final grade, DUE 1 WEEK AFTER EVENT, submit on Canvas):** Each student attends one relevant lecture or event outside of class below. Students submit a 1-2 page paper that gives the title and date of event, briefly describes it, and analyzes its relevance to at least one class theme.

**Event options (more to be announced throughout the term)**

  - **Monday January 9.** Dr Vinson, Robert Trent Vinson (History and Africana Studies, College of William and Mary): “‘Up from Slavery’: African Americans and the Politics of Emancipation in the Global Anti-Apartheid Movement.” 3:30 pm, Knight Library Browsing Room. Free.
  - **Tuesday, January 17.** Dr. James McCann (History, Boston University): “Taytu’s Feast: Nation, Food, and History in Ethiopia.” 12-1:15 PM, Knight Library Browsing Room. Free
  - **Friday, January 27.** Ladysmith Black Mambazo (amazing South African musicians!!) 8 pm at Wow Hall in downtown Eugene. Information and Tickets (\$21 and \$33) available at <http://www.wowhall.org/events/ladysmith-black-mambazo-0>
  - **Friday, February 10:** Dr. Steve Friedson (Music/Ethnomusicology and Anthropology, University of North Texas). Title TBA (music in Ghana). 3:00 PM. Collier House.

- **Wednesday, February 8.** Dr. Stephen Wooten (International Studies & Anthropology, University of Oregon): "Cooking Culture on the West African Savanna." 12-1:15 PM, Knight Library Browsing Room. Free
- **Monday, March 6.** Dr. Sarah Walshaw (History, Simon Fraser University): "Feasting and Fasting: Foodways in Politics, Religion, and Social Life on the Swahili Coast (Tanzania) since 700 CE." 12-1:15 PM, Knight Library Browsing Room. Free

**All graded material graded on a 100% scale:** 90-100%=A/ 80-89=B/70-79=C/60-69=D/0-59=F

### Attendance

- Class periods are used for discussions, lectures, videos, small group assignments, writings, and other activities. Attendance is mandatory and fundamental to your success in this course.
- If you have to miss class, it is your responsibility to obtain notes and materials. If your absence is due to excusable circumstances, you may meet with me (either during office hours or a scheduled appointment) to review missed materials.
- Excusable circumstances include: death in the family, serious illness, ill children, observance of a religious holiday, and other university recognized conflicts. Be prepared to provide documentation.
- If excusable circumstances prevent your attendance or prevent you from taking a quiz, turning in an assignment on time, or attending a required event, inform me **before** or **within 24 hours after** the graded/required activity via e-mail, telephone, or a dated note in my mailbox (this requirement will be lifted in extreme circumstances). **LATE PAPERS (not due to excusable circumstances) WILL DROP ONE LETTER GRADE EACH DAY THEY ARE LATE.**

### Respectful Learning Community

We will work together to maximize everyone's learning experience. It is important that we each contribute to creating an environment in which everyone feels free to express opinions while simultaneously respecting a plurality of perspectives. In order to ensure that everyone is free from unnecessary distractions and disruptions, it is imperative that students and the instructor follow the following rules:

- Arrive before class begins/ Do not leave until class is finished.
- Turn off cell phones (no using phones for anything during class).
- Put computers away (see instructor if you have special needs that require computer use).
- Listen, speak, and pay attention respectfully (no private conversation during class).
- Come prepared: do readings and review other materials **before** class period they are assigned
- Wait until the end of class before putting books/papers away.

Students who fail to comply will be given one warning, after which they may be asked to leave the class.

**Note: Your ongoing enrollment in this class means that you agree to abide by the policies and guidelines of this syllabus.**

**Access:** The University of Oregon is working to create inclusive learning environments. Please notify me (in whatever way makes you feel comfortable) within the first week of the term if there are aspects of the instruction or design of this course that challenge your participation. I will make every effort to accommodate your needs to help you succeed. We also recommend you contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

**Academic Misconduct:** The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [researchguides.uoregon.edu/citing-plagiarism](http://researchguides.uoregon.edu/citing-plagiarism).

**Gender-based violence:** Any student who has experienced sexual assault, relationship violence, stalking, coercion, and/or sexual harassment is encouraged to seek help. Please visit <https://safe.uoregon.edu> for information. You are also strongly encouraged to contact Renae DeSautel, Sexual Violence Response & Support Services Coordinator, [desautel@uoregon.edu](mailto:desautel@uoregon.edu). She will keep your information confidential. In addition, the UO Ombudsperson Bruce MacAllister (541 346-6400 or [ombuds@uoregon.edu](mailto:ombuds@uoregon.edu)) can provide confidential support and assistance. You can also contact any pastor, rabbi, priest, imam, or other member of the clergy. All of these people, including all UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide “general information” that will help us create a safer campus.

**Emergencies:** UO Emergency Management & Continuity Program (UOEMC) has a website dedicated to helping students, staff and faculty become better prepared in the event of an emergency: <http://emc.uoregon.edu/>. Although this website offers a wide range of helpful tips, including how to create your own emergency supply kit to updates on any recent alerts, three recommendations pertain to this class: confirm that you are signed up for emergency alerts (for both emails and text messages), identify at least two routes out of this classroom so that you already know them in the event of an evacuation (there are evacuation maps available in most hallways that you can consult to help you identify the best routes) and know the evacuation assembly area. For emergency assistance on campus call 911. For non-emergency assistance on campus call 541-346-2919. Never assume others have called when you witness an emergency situation that endangers yourself or others.

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### SCHEDULE OF CLASS READINGS AND ASSIGNMENTS

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#### WEEK 1: INTRODUCTION: VOICES FROM MALAWI

**Monday, 1/9:** SNOW/SLUSH/FREEZING RAIN

**Wednesday, 1/11:** Introduction to course

**Friday, 1/13:** Images of Malawi

**Readings and other materials [links on Canvas]:**

- Nigerian author Chimamanda Ngozi Adichie’s Ted Talk: “The Danger of a Single Story.”  
[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story#t-192008](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story#t-192008)
- World Factbook: information about Malawi:
- <https://www.cia.gov/library/publications/the-world-factbook/geos/mi.html>
- *Malawi Nation* newspaper website (browse): <http://mwnation.com>

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#### WEEK 2: GENDER AND COLONIALISM IN ZIMBABWE

**Monday, 1/16:** Martin Luther King Jr. Day—NO CLASS

**Wednesday, 1/18:** The history of colonization in Zimbabwe

**Reading:** Dangarembga: *Nervous Conditions*, Chapters 1-2

**Friday, 1/20:** The internalization of oppression

**Reading:** Dangarembga: *Nervous Conditions*, Chapters 3-5

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### WEEK 3: GENDER AND COLONIALISM IN ZIMBABWE

**Monday, 1/23:** Individual agency and opportunities within colonialism

**Reading:** Dangarembga: *Nervous Conditions*, Chapters 6-7

**Wednesday, 1/25:** Colonization and the roots of protest

**Reading:**

- Dangarembga: *Nervous Conditions*, Chapters 8-10
- "Our Story" (and anything else that you find interesting) on *The Official Page for Ladysmith Black Mambazo* website <http://www.mambazo.com>

**Friday, 1/27:** Growing up in Namibia, southern Africa: **Guest Martha Bannikov**

**Reading:** Bannikov, Martha: "Tank Park's Children: Recreational Activities of Oranjemund's Children during Namibia's Struggle Era." (forthcoming in *Everyday Life on the African Continent*)

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### WEEK 4: ACTIVISM IN ZIMBABWE

**Monday, 1/30:** Music and the Zimbabwe war of liberation

**Reading:** Pongweni, Alec J.C. 1997. The Chimurenga Songs of the Zimbabwean War of Liberation. In *Readings in African Popular Culture*, pp. 63-72, ed. Karen Barber. Bloomington: Indiana University Press.

**Video:** *Rhythm of Resistance*

**Wednesday, 2/1:** Women and gender activism in contemporary Zimbabwe. **Guest Nester Murira.**

**Readings:** (explore websites below to learn something about gender activist organizations in Zimbabwe)

- Her Zimbabwe: <http://herzimbabwe.co.zw>
- Women's Coalition of Zimbabwe <http://www.wcoz.org>
- Lugina Africa Midwives Research Network: <http://lamrn.org/about-us/our-story/>

**Friday, 2/3:** EVIA Digital Archives

- \*\*\*\*VOICES PAPER #1 DUE\*\*\*\*
- Discussion of papers

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### WEEK 5: MUSIC AND DANCE IN GHANA

**MONDAY 2/6:** Dagbamba Music and Dance in Ghana. **Guest Prof. Habib Iddrisu**

**Reading:**

- Chernoff, John. 1979. Introduction: Scholarship and Participation. In *African Rhythm and African Sensibility: Aesthetics and Social Action in African Musical Idioms*, pp. 1-23. Chicago: The University of Chicago Press.
- **Watch videos of Habib Iddrisu performing:**
  - <https://www.youtube.com/watch?v=14aN7T1v4o8>
  - <https://www.youtube.com/watch?v=f03v64Wbn-k>

**WEDNESDAY 2/8:** Music in Ghana. Guest Prof. Steve Friedson (Topic and Location TBA)

**\*\*\*Class meets in 250 CLS (with MUS 250 Popular Music in a Global Context)\*\*\***

**Reading:** TBA

**Friday, 2/10:** Women and markets in Ghana

**Readings:** Clark, Gracia. 2010. *African Market Women: Seven Life Stories from Ghana*. Bloomington: Indiana University Press.

- Chapter 2: Maama Kesewaa
  - Chapter 3: Madame Ataa
  - Chapter 4: Amma Pokuaa
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## WEEK 6: NIGERIAN CINEMA

**Monday 2/13 :** Nollywood

**Reading** Haynes, Jonathan. 2007. Nollywood in Lagos, Lagos in Nollywood Films. *Africa Today* 54 (2): 131-50.

**Video:** *Welcome to Nollywood* (watch in class)

**Wednesday 2/15 :** A Nollywood film

**Video:** *Dream Again* (watch in class)

**Friday 2/17:** Finish film and discuss

**Reading:** True Nollywood Stories website: <http://tns.ng>

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## WEEK 7: BLOGS AND CONTEMPORARY LIFE IN NIGERIA

**Monday 2/20:** Nigerian Food Blogs

**Reading/web materials:** Browse blogs and read comments.

- <http://www.nigerianlazychef.com>
- <http://www.afrolems.com>
- <http://www.9jafoodie.com/recipe-index/>

**Wednesday 2/22:** Random Nigerian blogs featuring youth (*feel free to find and explore others*)

**Reading/web materials:** Browse and read comments

- Ruth Okwumbu: <https://plus.google.com/115968488795185382611>
- 9JAfricfashion: <http://9jafrikfashion.blogspot.com>
- Nigerian hip hop: <http://jaguda.com/music/hip-hop/>
- Nigerian popular music: <http://aceworldteam.com>

**Friday, 2/24: Symposium: Everyday Life on the African Continent**

- Class meets in Browsing Room of Knight Library during regular class time
  - Students required to attend an additional hour sometime during the day. Information TBA
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## WEEK 8: PROMOTING ZAMBIAN CULTURES/KENYA'S URBAN VOICES

**Monday, 2/27:** Promoting traditional culture in Zambia. *Guest Prince Lamba*

**Reading:** Tamara Guhrs (Coordinating author). Selection (TBA). 2007 or 2008. Ceremony! Celebrating Zambia's Cultural Heritage. Lusaka : Celtel Zambia PLC and Seka

**Wednesday, 3/1: VOICES PAPER #2 DUE/CLASS DISCUSSION**

- \*\*\*\*VOICES PAPER 2 DUE\*\*\*\*
- Discussion of papers

**Friday, 3/3:** Kenya's Urban voices. *Guest Dr. Mokaya Bosire*

**Readings/videos:**

- <http://www.lingref.com/cpp/acal/39/paper2188.pdf> - some description of Sheng
  - <https://youtu.be/E6vOq537Jz0> Sheng as described by speakers
- Sheng in action – young people speaking it and using it in Poetry, hang-out, song:
- [https://youtu.be/C\\_IOi\\_tcfjs](https://youtu.be/C_IOi_tcfjs) - hanging out
  - <https://youtu.be/Hk751SuuMc> - slam poetry
  - [https://youtu.be/dFC20d\\_2WE8](https://youtu.be/dFC20d_2WE8) - genge music
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## WEEK 9: CLOTH, FASHION, AND CLOTHING

**Monday 3/6:** Cloth, gender, and commerce in Togo

**\*\*\*Everyday Life on the African Continent symposium paper due\*\*\***

**Video:** *Mama Benz: An African Market Woman* (watch in class)

**Wednesday, 3/8:** Contemporary fashion across the continent

**Readings:**

- Gott, Suzanne. The Ghanaian *Kaba*. 2010. In *Contemporary African Fashion*, eds. Suzanne Gott and Kristyne Loughran, pp. 11-27. Bloomington: Indiana University Press.
- Hansen, Karen Tranberg. 2010. Secondhand Clothing and Fashion in Africa. In *Contemporary African Fashion*, eds. Suzanne Gott and Kristyne Loughran, pp. 39-41. Bloomington: Indiana University Press.

**FRIDAY 3/10:** High fashion and class in the Democratic Republic of Congo

**Readings:**

- Gondola, Didier. 2010. *La Sape Exposed! High Fashion among Lower-Class Congolese Youth*. In *Contemporary African Fashion*, eds. Suzanne Gott and Kristyne Loughran, pp. 157-72. Bloomington: Indiana University Press.
- YouTube: Search "Congo Sapeur" and watch three videos on YouTube of Congolese sapeurs.

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## WEEK 10: POPULAR MUSIC IN THE DEMOCRATIC REPUBLIC OF CONGO

**Monday, 3/13:** Music and urban life in Kinshasa

**Readings [links on Canvas]:**

- Overview of Congolese music: [http://www.afropop.org/explore/style\\_info/ID/16/Congo%20music/](http://www.afropop.org/explore/style_info/ID/16/Congo%20music/)
- Overview of Papa Wemba:  
[http://afropop.org/explore/artist\\_info/ID/53/Papa%20Wemba/](http://afropop.org/explore/artist_info/ID/53/Papa%20Wemba/)

**Video:** *La Vie est Belle* (1<sup>st</sup> half/watch in class)

**Wednesday, 3/15:** Music and urban life in Kinshasa

**Video:** *La Vie est Belle* (2<sup>nd</sup> half/watch in class)

**Friday, 3/17:** Music and urban life in Kinshasa

Finish movie, discuss, wrap-up

**HAPPY SPRING BREAK!**