

African Studies

Courses offered by the Center for African Studies (CAS) are listed under the subject code AFRICAST on the Stanford Bulletin's ExploreCourses web site (<http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=AFRICAST&filter-catalognumber=AFRICAST=on>).

The Center for African Studies coordinates an interdisciplinary program in African Studies for undergraduates and graduate students. The program seeks to enrich understanding of the interactions among the social, economic, cultural, historical, linguistic, genetic, geopolitical, ecological, and biomedical factors that shape and have shaped African societies.

Courses in African Studies are offered by departments and programs throughout the University. Each year CAS sponsors a range of seminars and workshops to demonstrate to advanced undergraduates and graduate students how topics of current interest in African Studies are approached from different disciplinary perspectives.

Course offerings in African languages are also coordinated by the Center for African Studies. Along with regular courses in several levels of Arabic, Swahili, Xhosa, and Zulu, the center arranges with the African and Middle Eastern Languages and Literatures Program in the Stanford Language Center to offer instruction in other African languages; in recent years, it has offered courses in Afrikaans, Amharic, Igbo, Kinyarwanda, Shona, Twi, Wolof, and Yoruba.

The Center for African Studies offers a master of arts degree for graduate students. Undergraduates and graduate students not pursuing the master's degree can specialize in African Studies under the arrangements described under the Undergraduate (p. 1) and Master's (p. 3) tabs.

Learning Outcomes (Graduate)

The purpose of the master's program is to further develop knowledge and skills in African Studies and to prepare students for a professional career or doctoral studies. This is achieved through completion of courses, in the primary field as well as related areas, and experience with independent work and specialization.

Undergraduate Programs in African Studies

Undergraduates may choose an African Studies focus from:

1. A minor in Global Studies with African Studies Specialization offers students the ability to combine a focus on Africa with their major in any other discipline. This offers the students a strong regional specialization. For requirements see the "Minor" tab on this page.
2. A major in a traditionally defined academic department such as Anthropology (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/anthropology/#bachelortext>), History (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/history/#bachelortext>), or Political Science (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/politicalscience/#bachelortext>). These departments afford ample opportunity to enroll in courses outside the major, leaving the student free to pursue the interdisciplinary study of Africa.
3. Interdepartmental majors, such as African and African American Studies (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/africanandafricanamericanstudies/#bachelortext>) or International Relations (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/internationalrelations/#bachelortext>), offer coordinated and

comprehensive interdisciplinary course sequences, which permit a concentration in African Studies.

Certificate in African Studies

Students may apply for a certificate in African Studies. Requirements for the certificate are the same as for the minor in Global Studies with African Studies Specialization; however, students may double-count courses applied to their major or graduate studies in fulfillment of the certificate requirements. The certificate in African Studies is issued by the Center for African Studies and does not appear on any University record, including the student's transcript. For more information and an application, contact the center (<http://africanstudies.stanford.edu>).

The minor in African Studies is no longer accepting applicants. It has been replaced by the minor in Global Studies with African Studies Specialization. Students currently enrolled in the pre-existing minor in African Studies should consult the Stanford Bulletin (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/africanstudies/archive/#text>) of the year in which they declared the minor for degree requirements.

Minor in Global Studies with African Studies Specialization

The minor in Stanford Global Studies, African Studies specialization, offers students the opportunity to complement their major course of study with an in-depth, interdisciplinary exploration of the cultures, histories, politics, religions, and societies of Africa.

Students from any major interested in applying for admission to this minor program should consult Stanford Global Studies. Student declare the minor and the African Studies specialization (subplan) in Axess (<http://axess.stanford.edu>).

Students consult with their minor adviser to develop individual programs. The minor is especially well-suited for undergraduates who plan to make service, research, or study abroad in Africa a part of their Stanford experience.

Learning Outcomes

The SGS minor specialization in African Studies enables students to:

1. develop critical knowledge and skills in African Studies
2. organize their interest in Africa into a coherent course of study through directed mentorship and participation in intellectual community.
3. prepare for research, study, or service in Africa

Upon completion of requirements, final certification of the minor is made by the Center for African Studies. The minor and the specialization appear on the transcript but they do not appear on the diploma.

Requirements

1. A minimum of 25 units of Africa-related courses. Students may not double-count courses for completing major and minor requirements.
2. GLOBAL 101 Global Studies Gateway Course (3 units)
3. At least one quarter's exposure to a sub-Saharan African language. The Center for African Studies (p. 1) and the Special Languages Program of the Language Center (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/languagecenter>) can arrange instruction in any of several languages spoken in West, East, Central, and Southern Africa.
4. One entry level course that covers more than one region of Africa.
5. A designated focus of study, either disciplinary or regional, through a three course concentration developed with the minor adviser.
6. A minimum 25-page research paper, with a focus on Africa. This paper may be an extension of a previous paper written for an African Studies

course. Other approaches to fulfilling the capstone requirement may be accepted with the approval of the Director of African Studies.

- Students present their work in an end-of-year capstone seminar with other SGS minors and led by SGS faculty.

Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses tab in this section of the Bulletin. Other courses may also fulfill the requirements; students should consult their African Studies minor adviser concerning which courses might fulfill minor requirements.

Related Courses

Below is a sample of AFRICAST and related courses that may be counted toward the minor. Other courses may also fulfill the requirements; consult your African Studies minor adviser concerning the applicability of other courses to the minor.

| | | Units |
|--|---|-------|
| AFRICAST 109 | Running While Others Walk: African Perspectives on Development | 5 |
| AFRICAST 111 | Education for All? The Global and Local in Public Policy Making in Africa | 5 |
| AFRICAST 112 | AIDS, Literacy, and Land: Foreign Aid and Development in Africa | 5 |
| AFRICAST 115 | South African Encounters | 1 |
| AFRICAST 135 | Designing Research-Based Interventions to Solve Global Health Problems | 3-4 |
| AFRICAST 138 | Conflict and Reconciliation in Africa: International Intervention | 3-5 |
| AFRICAST 142 | Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice | 3-5 |
| AFRICAST 300 | Contemporary Issues in African Studies | 1 |
| Related courses from other departments | | |
| AFRICAAM 30 | The Egyptians | 3-5 |
| AFRICAAM 41 | Genes and Identity | 3 |
| AFRICAAM 47 | History of South Africa | 3 |
| AFRICAAM 131 | Genes and Identity | 5 |
| AFRICAAM 133 | Literature and Society in Africa and the Caribbean | 4 |
| AFRICAAM 145B | Africa in the 20th Century | 5 |
| AFRICAST 133B | Covering Islam: On What We Learn to See, Think and Hear about Islam & Muslims | 3-5 |
| AFRICAST 138B | Urban Africa | 5 |
| AFRICAST 139A | Forgotten Africa: An Introduction to the Archaeology of Africa | 5 |
| AFRICAST 141A | Science, Technology, and Medicine in Africa | 4 |
| AFRICAST 145B | Africa in Atlantic Writing | 3 |
| AFRICAST 190 | Madagascar Prefield Seminar | 1-2 |
| AFRICAST 199 | Independent Study or Directed Reading | 1-5 |
| AFRICAST 229 | Literature and Global Health | 3-5 |
| AFRICAST 235 | Designing Research-Based Interventions to Solve Global Health Problems | 3-4 |
| AMELANG 100A | Beginning Amharic, First Quarter | 4 |
| AMELANG 106A | First-Year Swahili, First Quarter | 5 |
| AMELANG 114A | Beginning Afrikaans, First Quarter | 4 |
| AMELANG 134A | First-Year Igbo, First Quarter | 4 |
| AMELANG 136A | First-Year Xhosa, First Quarter | 4 |
| AMELANG 153A | First-Year Twi, First Quarter | 4 |
| AMELANG 156A | First-Year Zulu, First Quarter | 4 |
| AMELANG 180A | First-Year Kinyarwanda, First Quarter | 4 |
| AMELANG 187A | First-Year Yoruba, First Quarter | 4 |
| ANTHRO 1 | Introduction to Cultural and Social Anthropology | 3-5 |
| ANTHRO 13A | Islamic Routes: Archaeology and Heritage of Muslim Societies | 3-5 |
| ANTHRO 48S | History of Health, Science and Medicine in 20th Century Africa | 5 |
| ANTHRO 140 | Ethnography of Africa | 3 |
| ANTHRO 141B | The Anthropology of Bits and Bytes: Digital Media in the Developing World | 5 |
| ANTHRO 147 | Nature, Culture, Heritage | 5 |
| ANTHRO 185 | Medical Anthropology of Contemporary Africa | 5 |
| CLASSICS 24N | What is a Map? | 4 |
| COMPLIT 121 | Poems, Poetry, Worlds | 5 |
| DANCE 24 | Introduction to Dance in the African Diaspora | 4 |
| ECON 118 | Development Economics | 5 |
| HISTORY 48Q | South Africa: Contested Transitions | 3 |
| HISTORY 106A | Global Human Geography: Asia and Africa | 5 |
| HISTORY 146 | History of Humanitarian Aid in sub-Saharan Africa | 4-5 |
| HISTORY 246E | Refugees and the Making of the Modern World | 4-5 |
| HISTORY 247 | Violence in African History: Conflict and Healing in sub-Saharan Africa | 4-5 |
| HISTORY 248S | Colonial States and African Societies, Part I | 4-5 |
| HISTORY 249S | Colonial States and African Societies, Part II | 4-5 |
| HISTORY 283 | The New Global Economy, Oil and Origins of the Arab Spring | 4-5 |
| HUMBIO 129 | Critical Issues in International Women's Health | 4 |
| ILAC 219 | Lusophone Africa | 3-5 |
| LAWGEN 111Q | Introduction to International Human Rights | 3 |
| OSPBEIJ 67 | China-Africa and Middle East Relations | 4 |
| OSPCPTWN 16 | Sites of Memory | 2 |
| OSPCPTWN 18 | Xhosa Language and Culture | 2 |
| OSPCPTWN 24A | Targeted Research Project in Community Health and Development | 3 |
| OSPCPTWN 24B | Targeted Research Project in Community Health and Development | 5 |
| OSPCPTWN 31 | Political Economy of Foreign Aid | 3 |
| OSPCPTWN 33 | Southern Africa: from Liberation Struggles to Region-Building | 4 |
| OSPCPTWN 36 | The Archaeology of Southern African Hunter Gatherers | 4 |
| OSPCPTWN 38 | Genocide: African Experiences in Comparative Perspective | 3-5 |
| OSPCPTWN 44 | South African Urban Challenges in Comparative Context | 4 |
| OSPCPTWN 50 | [Independent Study] Conservation & Resources in Sub-Saharan Africa | 2-3 |
| OSPCPTWN 57 | Directed Study in Health Systems and Policy | 1-3 |
| OSPCPTWN 71 | Power and Performance in Community Practice | 4 |

| | | |
|--------------|---|-----|
| POLISCI 11N | The Rwandan Genocide | 3 |
| POLISCI 114D | Democracy, Development, and the Rule of Law | 5 |
| POLISCI 146A | African Politics | 4-5 |
| POLISCI 242A | Why is Africa Poor?, Civil War and Peace Processes | 5 |
| SURG 150 | Global Humanitarian Medicine | 4 |
| THINK 42 | Thinking Through Africa: Perspectives on Health, Wealth, and Well-Being | 4 |

Graduate Study in African Studies

For those who wish to specialize in Africa at the graduate level, African Studies can be designated a field of concentration within the master's and doctoral programs of some academic departments. Students in such departments as Anthropology (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/anthropology>), History (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/history>), Political Science (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/politicalscience>), and Sociology (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/sociology>), and in the School of Education (<http://exploreddegrees.stanford.edu/schoolofeducation/>), may declare African Studies as the area of specialization for their master's and Ph.D. thesis work. Some other departments, programs, and institutes such as the International Comparative Education Program (<http://exploreddegrees.stanford.edu/schoolofeducation/#masterstext>) also permit students to specialize in African Studies.

Financial Aid

The Center for African Studies (CAS) does not offer financial aid. However, CAS offers a variety of fellowship opportunities to Stanford graduate students of different levels and disciplines. The following is a partial list:

1. M.A. Fellowship

Partial funding for two incoming M.A. students in African Studies.

2. Susan Ford Dorsey Fellowship for Field Research in Africa

9-12 month dissertation field research fellowship for Ph.D. candidates in the School of Humanities and Sciences.

3. Summer Research and Language Fellowship

Graduate research fellowship, an intensive African language fellowship for graduate students and undergraduates.

Master of Arts in African Studies

The one-year master's program in African Studies is designed for students who have experience working, living, or studying in Africa, and little prior course work on the region.

Coterminal Master of Arts in African Studies

University Coterminal Requirements

Coterminal master's degree candidates are expected to complete all master's degree requirements as described in this bulletin. University requirements for the coterminal master's degree are described in the "Coterminal Master's Program (<http://exploreddegrees.stanford.edu/>

cotermdegrees)" section. University requirements for the master's degree are described in the "Graduate Degrees (<http://exploreddegrees.stanford.edu/graduatedegrees/#masterstext>)" section of this bulletin.

After accepting admission to this coterminal master's degree program, students may request transfer of courses from the undergraduate to the graduate career to satisfy requirements for the master's degree. Transfer of courses to the graduate career requires review and approval of both the undergraduate and graduate programs on a case by case basis.

In this master's program, courses taken two quarters prior to the first graduate quarter, or later, are eligible for consideration for transfer to the graduate career. No courses taken prior to the first quarter of the sophomore year may be used to meet master's degree requirements.

Course transfers are not possible after the bachelor's degree has been conferred.

The University requires that the graduate adviser be assigned in the student's first graduate quarter even though the undergraduate career may still be open. The University also requires that the Master's Degree Program Proposal be completed by the student and approved by the department by the end of the student's first graduate quarter.

Admission to the Master's Program in African Studies

The annual deadline for all applications for the master's program, including coterminal students, is December 8. All applicants must submit:

- External applicants submit an online application, including a 500-word statement of purpose. Coterminal applicants submit the Application for Admission to Coterminal Masters' Program (<http://registrar.stanford.edu/pdf/CotermApplic.pdf>)
- resume
- 15-20 page double-spaced academic writing sample
- three letters of recommendation
- two official transcripts
- Graduate Record Examination scores
- TOEFL scores are required of applicants for whom English is not their first language or who did not attend an undergraduate institution where English is the language of instruction

To apply online and for further information on graduate admissions, see the Graduate Admissions (<http://gradadmissions.stanford.edu>) web site.

Degree Requirements

University requirements for the master's degree are described in the "Graduate Degrees (<http://exploreddegrees.stanford.edu/graduatedegrees/>)" section of this bulletin.

The program requires completion of a minimum of 45 graduate units. Upon entering, each student is assigned a faculty adviser who works with the student to develop a customized program of study.

To receive the M.A. degree in African Studies, students must complete:

1. Core Courses (15 units)

Students must complete the core African Studies M.A. course, AFRICAST 301A The Dynamics of Change in Africa, in Autumn Quarter. Students elect two additional graduate courses taught by African Studies academic council members and drawn from a list of approved courses. Students must also complete, AFRICAST 302 Research Workshop, in Spring Quarter, in which they present and discuss their research and research interests.

2. Cognate Courses (10 units)

A minimum of 10 units of graduate-level credit in two cognate courses from the following thematic clusters not chosen as the student's concentration field:

- culture and society
- health, well-being, and the environment
- political economy and security.

3. Concentration Field (15 units)

Students choose one area of specialization:

- culture and society
- health, well-being, and the environment
- political economy and security
 - Students also choose a group of three related elective courses for graduate credit from the cognate course listings or elsewhere in the Stanford curriculum in consultation with the student's adviser and with the approval of the CAS director. With approval, one introductory course may be substituted in a field such as advanced undergraduate biology or statistics for those interested in epidemic diseases or public health. The academic adviser, in agreement with faculty in the chosen field, guarantees that each set of courses forms part of a coherent program.

4. Language Requirement

Students take one year of training in an African language, usually at least 3 units per quarter, resulting in intermediate-level proficiency as measured by the American Council on the Teaching of Foreign Languages (ACTFL) or comparable language acquisition standards. Students who have advanced proficiency in several African languages may fulfill this requirement by taking another European language spoken in Africa, such as French or Portuguese, or by taking a year-long sequence in Arabic.

5. Seminar Requirement

Students enroll each quarter in AFRICAST 300 Contemporary Issues in African Studies, 1 unit, in which guest scholars present lectures on African themes and topics.

6. Thesis Option

Students may elect to write a master's thesis; they may register for up to 10 units of thesis research under the guidance of an Academic Council member. Thesis units may be counted toward the electives within the concentration field unit requirements.

7. Grade Requirements

Courses to be counted toward the degree, except for AFRICAST 300 Contemporary Issues in African Studies, must be taken for a letter grade and receive a grade of 'B' or higher.

In addition to AFRICAST courses, master's students take Africa-related courses across departments and schools due to the interdisciplinary nature of the degree. The following list represents a small sample of courses that may be taken to fulfill the requirements of the master's degree. To count toward the completion of the master's degree, courses should be taken at the graduate level and approved by the African Studies graduate adviser.

Courses in AFRICAST

| | | Units |
|--------------|---|-------|
| AFRICAST 209 | Running While Others Walk: African Perspectives on Development | 5 |
| AFRICAST 211 | Education for All? The Global and Local in Public Policy Making in Africa | 5 |
| AFRICAST 212 | AIDS, Literacy, and Land: Foreign Aid and Development in Africa | 5 |

| | | |
|---------------|--|-----|
| AFRICAST 235 | Designing Research-Based Interventions to Solve Global Health Problems | 3-4 |
| AFRICAST 238 | Conflict and Reconciliation in Africa: International Intervention | 3-5 |
| AFRICAST 300 | Contemporary Issues in African Studies | 1 |
| AFRICAST 301A | The Dynamics of Change in Africa | 4-5 |

Related Courses from Other Departments

| | | Units |
|--------------|--|-------|
| AFRICAST 229 | Literature and Global Health | 3-5 |
| AFRICAST 299 | Independent Study or Directed Reading | 1-10 |
| AMELANG 100A | Beginning Amharic, First Quarter | 4 |
| AMELANG 106A | First-Year Swahili, First Quarter | 5 |
| AMELANG 114A | Beginning Afrikaans, First Quarter | 4 |
| AMELANG 134A | First-Year Igbo, First Quarter | 4 |
| AMELANG 136A | First-Year Xhosa, First Quarter | 4 |
| AMELANG 153A | First-Year Twi, First Quarter | 4 |
| AMELANG 156A | First-Year Zulu, First Quarter | 4 |
| AMELANG 180A | First-Year Kinyarwanda, First Quarter | 4 |
| AMELANG 187A | First-Year Yoruba, First Quarter | 4 |
| ANTHRO 201 | Introduction to Cultural and Social Anthropology | 3-5 |
| ANTHRO 239 | Ethnography of Africa | 5 |
| ANTHRO 247 | Nature, Culture, Heritage | 5 |
| ANTHRO 285 | Medical Anthropology of Contemporary Africa | 5 |
| ANTHRO 324 | Political Anthropology | 5 |
| ANTHRO 345A | Race and Power: The Making of Human Difference in History, Biology and Capital | 5 |
| ANTHRO 346 | The Social Imagination | 5 |
| ANTHRO 353 | Landscape | 5 |
| ANTHRO 372 | Urban Ecologies | 5 |
| CEE 265D | Water and Sanitation in Developing Countries | 1-3 |
| CS 546 | Seminar on Liberation Technologies | 1 |
| ECON 214 | Development Economics I | 2-5 |
| ECON 215 | Economic Development II | 2-5 |
| ECON 315 | Development Workshop | 1-10 |
| EDUC 202 | Introduction to Comparative and International Education | 4 |
| EDUC 377C | Strategic Philanthropy | 3 |
| FINANCE 381 | Private Equity in Frontier Markets: Creating a New Investible Asset Class | 4 |
| HISTORY 248S | Colonial States and African Societies, Part I | 4-5 |
| HISTORY 249S | Colonial States and African Societies, Part II | 4-5 |
| HISTORY 345B | African Encounters with Colonialism | 4-5 |
| HISTORY 346E | Refugees and the Making of the Modern World | 4-5 |
| HISTORY 347 | Violence in African History: Conflict and Healing in sub-Saharan Africa | 4-5 |
| HISTORY 383 | The New Global Economy, Oil and Origins of the Arab Spring | 4-5 |
| HISTORY 448A | Colonial States and African Societies, Part I | 4-5 |
| HISTORY 448B | Colonial States and African Societies, Part II | 4-5 |

| | | |
|--------------|---|-----|
| IPS 213 | International Mediation and Civil Wars | 3-5 |
| MED 232 | Discussions in Global Health | 2 |
| POLISCI 314D | Democracy, Development, and the Rule of Law | 5 |
| SURG 250 | Global Humanitarian Medicine | 4 |

Joint Degree Program in African Studies and Law

This joint degree program grants an M.A. degree in African Studies and a Doctor of Jurisprudence (J.D.) degree. It is designed to train students interested in a career in teaching, research, or the practice of law related to African legal affairs. Students must apply separately to the African Studies M.A. program and to the Stanford School of Law and be accepted by both. Completing this combined course of study requires approximately four academic years, depending on the student's background and level of training in African languages. A number of approved courses may be counted towards both degrees. For more information, see the "Joint Degree Programs (<http://exploreddegrees.stanford.edu/graduatedegrees/#jointdegreesext>)" section of this bulletin and the Stanford Law School's web site (<http://www.law.stanford.edu/degrees/joint>). Students who have been accepted by both programs should consult with the departments to determine which courses can be double-counted.

Emeriti: David B. Abernethy, Ellen Jo Baron, John Baugh, Joan Bresnan, Susan Cashion, Sandra E. Drake, Peter Egbert, James L. Gibbs, Jr., William B. Gould, Bruce F. Johnston, William R. Leben, Bruce Lusignan, Elisabeth Mudimbe-Boyi, Mary Polan, Hans N. Weiler, Sylvia Wynter

Director: Richard Roberts

Professors: H. Samy Alim (Education), Jean-Marie Apostolidès (French), Michele Barry (Medicine), Joel Beinín (History), John Boothroyd (Microbiology and Immunology), James T. Campbell (History), Martin Carnoy (Education), Prudence L. Carter (Education), William H. Durham (Anthropology), Harry Elam (Drama), James Fearon (Political Science), James Ferguson (Anthropology), Shelley Goldman (Education), Terry Lynn Karl (Latin American Studies and Political Science), Richard Klein (Anthropology), David Laitin (Political Science), Yvonne Maldonado (Pediatrics), Lynn Meskell (Anthropology), Julie Parsonnet (Medicine and Health Research and Policy), John Rickford (Linguistics), Richard Roberts (History), Alvan Ikoku (Comparative Literature)

Associate Professors: Vincent Barletta (Comparative Literature and Iberian and Latin American Cultures), Alexandria B. Boehm (Civil and Environmental Engineering), Jenna Davis (Civil and Environmental Engineering), Paulla A. Ebron (Anthropology), Oliver Fringer (Civil and Environmental Engineering), Duana Fullwiley (Anthropology), Liisa Malkki (Anthropology), Grant Parker (Classics), Jeremy Weinstein (Political Science)

Assistant Professors: Eran Bendavid (General Internal Medicine), Katherine Casey (Political Economy), Pascaline Dupas (Economics), Vaughn Rasberry (English), Krish Seetah (Anthropology)

Professor (Research): David Katzenstein (School of Medicine), Cheryl Koopman (Psychiatry and Behavioral Sciences)

Professor (Teaching): Robert Siegel (Microbiology and Immunology)

Associate Professor (Clinical): Brian Blackburn (Infectious Diseases), Daryn Reicherter (Psychiatry and Behavioral Sciences), Hugh Brent Solvason (Psychiatry and Behavioral Sciences)

Senior Lecturers: Khalil Barhoum (African and Middle Eastern Languages)

Lecturers: Kwame Assenyoh (African and Middle Eastern Languages), Byron Bland (Law), Jonathan Greenberg (Law), Sarah Mkhonza (African and Middle Eastern Languages), Samuel Mukoma (African and Middle Eastern Languages), Jill Rosenthal (History), Ramzi Salti (African and

Middle Eastern Languages), Timothy Stanton (Bing Overseas Studies), Toussaint Nothias (African Studies)

Consulting Professors: Anne Firth-Murray (Human Biology), Joel Samoff (Center for African Studies)

Curators: Karen Fung (African Collection Curator, Green Library), Regina Roberts (Bibliographer, Green Library), Anna Lessenger Soland (Assistant Curator, Arts of Africa and the Americas, Cantor Arts Center)

Senior Research Fellows: Coit Blacker (Freeman Spogli Institute), Larry Diamond (Freeman Spogli Institute, Hoover Institution), Marcel Fauchamps (Freeman Spogli Institute), Helen Stacy (Freeman Spogli Institute), Stephen Stedman (Freeman Spogli Institute, Center for International Security and Cooperation)

Overseas Studies Courses in African Studies

The Bing Overseas Studies Program (<http://bosp.stanford.edu>) manages Stanford study abroad programs for Stanford undergraduates. Students should consult their department or program's student services office for applicability of Overseas Studies courses to a major or minor program.

The Bing Overseas Studies course search site (<https://undergrad.stanford.edu/programs/bosp/explore/search-courses>) displays courses, locations, and quarters relevant to specific majors.

For course descriptions and additional offerings, see the listings in the Stanford Bulletin's ExploreCourses (<http://explorecourses.stanford.edu>) or Bing Overseas Studies (<http://bosp.stanford.edu>).

| | | Units |
|--------------|--|-------|
| OSPCPTWN 18 | Xhosa Language and Culture | 2 |
| OSPCPTWN 24A | Targeted Research Project in Community Health and Development | 3 |
| OSPCPTWN 24B | Targeted Research Project in Community Health and Development | 5 |
| OSPCPTWN 33 | Southern Africa: from Liberation Struggles to Region-Building | 4 |
| OSPCPTWN 36 | The Archaeology of Southern African Hunter Gatherers | 4 |
| OSPCPTWN 38 | Genocide: African Experiences in Comparative Perspective | 3-5 |
| OSPCPTWN 44 | South African Urban Challenges in Comparative Context | 4 |
| OSPCPTWN 60 | Hip Hop in Post-apartheid South Africa | 3 |
| OSPCPTWN 69 | Comparatively Assessing South Africa's Transition to Democracy: Past, Present and Future | 3 |
| OSPCPTWN 71 | Power and Performance in Community Practice | 4 |
| OSPCPTWN 75 | Giving Voice to the Now: Studies in the South African Present | 3 |

Courses

AFRICAST 48S. History of Health, Science and Medicine in 20th Century Africa. 5 Units.

This course will examine the impact of colonial policies and post-colonial development on patterns of sickness, wellness and health care in twentieth century sub-Saharan Africa. Some topics will include: the role of colonial science in the formulation of ideas about race, colonial epidemics, labor migration and disease, urban health, encounters between African healers and biomedicine, histories of HIV/AIDS, the impact of debt and Structural Adjustment Programs on public health, and the politics of humanitarian interventions in African health.

Same as: ANTHRO 48S, HISTORY 48S

AFRICAST 72SI. Conflict in the Congo. 1-2 Unit.

AFRICAST 109. Running While Others Walk: African Perspectives on Development. 5 Units.

Throughout the history of modern Africa, Africans have specified their desired future; development, understood broadly; and identified the major obstacles in achieving it. Debates about development have intensified in the post-colonial period, especially as African countries have replaced the leaders installed at independence. Amidst the general critique of the imposition of external values and rules, Africans have differed, sometimes sharply, on priorities, process, and programs. While for some the challenge is to catch up with development elsewhere, for others it is essential to leap ahead, to set the pace, to initiate a radical social, economic, and political transformation. To ground and extend the common approaches to studying development that emphasize economics and that rely largely on external commentators, we will explore African perspectives. Our major task will be a broad overview, sampling the analyses of Africans in several domains. Course participants will review, compare, and analyze major contributions, developing an understanding of contemporary intellectual currents.

Same as: AFRICAST 209

AFRICAST 111. Education for All? The Global and Local in Public Policy Making in Africa. 5 Units.

Policy making in Africa and the intersection of policy processes and their political and economic dimensions. The failure to implement agreements by international institutions, national governments, and nongovernmental organizations to promote education. Case studies of crowded and poorly equipped schools, overburdened and underprepared teachers, and underfunded education systems.

Same as: AFRICAST 211

AFRICAST 112. AIDS, Literacy, and Land: Foreign Aid and Development in Africa. 5 Units.

Is foreign aid a solution? or a problem? Should there be more aid, less aid, or none at all? How do foreign aid and local initiatives intersect? A clinic in Uganda that addresses AIDS as a family and community problem. Multiple strategies in Tanzania to increase girls' schooling. These are imaginative and innovative approaches to pressing and contested policy challenges. We will examine several contentious issues in contemporary Africa, exploring their roots and the intense conflicts they engender, with special attention to foreign aid and the aid relationship. As African communities and countries work to shape their future, what are the foreign roles and what are their consequences?

Same as: AFRICAAM 212, AFRICAST 212

AFRICAST 115. South African Encounters. 1 Unit.

This course is a prerequisite for all those accepted to or on the wait list for the following quarter's BOSP Cape Town term abroad. It will explore issues in contemporary South Africa.

Same as: AFRICAAM 115

AFRICAST 127. African Art and Politics, c. 1900 - Present. 4 Units.

This course explores the relationship between art and politics in twentieth century Africa. Artistic production and consumption is considered in the context of various major political shifts, from the experience of colonialism to the struggle against Apartheid. Each week we will look closely at different works of art and examine how artists and designers responded to such challenges as independence, modernization and globalization. We will look at painting, sculpture, religious art, public and performance art, photography and film. How western perceptions and understanding of African art have shifted, and how museums have framed African art throughout the twentieth century will remain important points of discussion throughout the course.

Same as: ARTHIST 127A

AFRICAST 133B. Covering Islam: On What We Learn to See, Think and Hear about Islam & Muslims. 3-5 Units.

In this course, students will think critically about how knowledge about Islam, Muslims, and Muslim Societies is produced and circulated. As a class, we will consider why and how certain kinds of ideas about Islam and Muslims become representative (i.e., authoritative discourse) while others ideas do not. This is an interdisciplinary class; course material will draw on readings from anthropology, literary criticism, history, sociology and media and cultural studies. We will also be engaging with other kinds of material, including news articles, editorials, documentaries, and films.

Same as: ANTHRO 133B, CSRE 133B

AFRICAST 135. Designing Research-Based Interventions to Solve Global Health Problems. 3-4 Units.

The excitement around social innovation and entrepreneurship has spawned numerous startups focused on tackling world problems, particularly in the fields of education and health. The best social ventures are launched with careful consideration paid to research, design, and efficacy. This course offers students insights into understanding how to effectively develop, evaluate, and scale social ventures. Using TeachAIDS (an award-winning nonprofit educational technology social venture used in 78 countries) as a primary case study, students will be given an in-depth look into how the entity was founded and scaled globally. Guest speakers will include world-class experts and entrepreneurs in Philanthropy, Medicine, Communications, Education, and Technology. Open to both undergraduate and graduate students.

Same as: AFRICAST 235, EDUC 135, EDUC 335, HRP 235, HUMBIO 26, MED 235

AFRICAST 138. Conflict and Reconciliation in Africa: International Intervention. 3-5 Units.

This course will explore recent debates on the causes and structural terms of large-scale violence in Africa in the context of key contemporary models for reconciliation and transitional justice. Discussions will emphasize the broader international legal and political order each presupposes, and specifically whether their underlying reconstitution of rights and subjectivities are compatible with cultural, political or legal diversity. A historical assessment of the predominating Nuremberg paradigm of transitional justice; structured around international military intervention and criminal trials based on international criminal courts; will be contrasted with other regional models that engage with the challenges of the political reconciliation of formerly divided political communities. The necessity of understanding the specificities of both global and local historical and structural contexts will be examined with respect to various proposals for how to balance concerns for both justice and peace. Readings will cover case studies from South Africa, Rwanda, DRC, northern Uganda, Sudan (including Darfur and South Sudan), Libya, Mali, and CAR.

Same as: AFRICAST 238, ANTHRO 138A, ANTHRO 238A

AFRICAST 138B. Urban Africa. 5 Units.

This course explores the production of urban space and the social, cultural, and political significance of cities in sub-Saharan Africa. Topics include: architecture and the built environment; urban planning and colonial public health; migration and rural-urban dynamics; youth, politics, and popular culture; violence, policing, and the privatization of public space; (in)formality in housing, transportation, and employment; class, gender, and mobility in the public sphere; urban citizenship and 'right to the city'; movements; gentrification, tourism, and the commodification of poverty; and efforts to (re)theorize postcolonial African cities. Readings are drawn from anthropology, history, urban studies, and geography. Discussion will situate struggles over urban forms and the contours of everyday life within broader trends in the political economy of the region from the late colonial period to the present.

Same as: ANTHRO 138B, URBANST 139

AFRICAST 139A. Forgotten Africa: An Introduction to the Archaeology of Africa. 5 Units.

This course provides an introductory survey of Africa's past from prehistoric times through the 19th-century. The course will challenge Western depictions of Africa as a dark continent without history; by highlighting the continent's vibrant cultures, sophisticated technologies, complex political systems and participation in far-reaching commercial networks, all predating European colonization. In tandem, the course explores how these histories are mobilized in the production of negative ideas about Africa in contemporary discourse.

Same as: ANTHRO 139A, ARCHLGY 139A

AFRICAST 141A. Science, Technology, and Medicine in Africa. 4 Units.

Africa is often depicted as a place simply in need of science, technology, and medicine. This class will introduce students to the culture and politics of science in sub-Saharan Africa: to the diverse and rich traditions, histories and contemporary predicaments of knowledge practices on the continent. We will consider the role of science in the colonial period, covering the expansion of European empires in Africa and the forms of technical knowledge that colonial governments encountered, especially as they relate to health and the environment. We will examine the role of science at African independence and in international development work. Finally, we will discuss the techno-politics of medical training and research, resource extraction, and the internet in contemporary Africa. This course will provide some important background for those with an applied interest in Africa as well as provide an introduction to a growing area of scholarship. Course materials include historical and ethnographic works, as well as primary sources and films emphasizing scientific practice in the context of geopolitical relations of power and inequality.

Same as: ANTHRO 141A

AFRICAST 142. Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice. 3-5 Units.

This seminar is part of a broader program on Social Entrepreneurship at CDDRL in partnership with the Haas Center for Public Service. It will use practice to better inform theory. Working with three visiting social entrepreneurs from developing and developed country contexts students will use case studies of successful and failed social change strategies to explore relationships between social entrepreneurship, gender, democracy, development and justice. It interrogates current definitions of democracy and development and explores how they can become more inclusive of marginalized populations. This is a service learning class in which students will learn by working on projects that support the social entrepreneurs' efforts to promote social change. Students should register for either 3 OR 5 units only. Students enrolled in the full 5 units will have a service-learning component along with the course. Students enrolled for 3 units will not complete the service-learning component. Limited enrollment. Attendance at the first class is mandatory in order to participate in service learning.

Same as: INTNLREL 142

AFRICAST 145B. Africa in Atlantic Writing. 3 Units.

This course explores the central place Africa holds in prose writing emerging during periods of globalization across the Atlantic, including the middle passage, colonialism, black internationalism, decolonization, immigration and diasporic return. We will begin with Equiano's *Interesting Narrative* (1789), a touchstone for the Atlantic prose tradition, and study how writers crossing the Atlantic have continued to depict Africa in later centuries: to dramatize scenes of departure and arrival in stories of new citizenship, to evoke histories of racial unity and examine social fragmentation, to imagine new national communities or question their norms and borders. Our readings will be selected from English, French, Portuguese and Spanish-language traditions. And we will pay close attention to genres of prose fiction (Adichie, Condeacute;, Olinto), prose poetry (Ceacute;saire, Neto, Walcott), theoretical reflection (Fanon, Glissant), reportage (Gide, Gourevitch), ethnography (Leiris, Oulougum) and autobiography (Barack Obama).

Same as: AFRICAAM 148, COMPLIT 145B, COMPLIT 345B, CSRE 145B, FRENCH 145B, FRENCH 345B

AFRICAST 151. AIDS in Africa. 3 Units.

Medical, social, and political aspects of the HIV epidemic in sub-Saharan Africa including: biology, transmission, diagnosis, and treatment of HIV; mother-to-child transmission and breastfeeding; vaccines; community and activist responses to the HIV epidemic; economics of HIV treatment; governance and health; ethics in research and program implementation.

AFRICAST 190. Madagascar Prefield Seminar. 1-2 Unit.

The purpose of this seminar is to prepare students for their overseas field experience in Madagascar. The seminar will provide an introduction to island biogeography and culture, with emphasis on Madagascar. During the seminar, students will give presentations on specific aspects of biogeography and will also lay the groundwork for the presentations they will be giving during the field seminar where access to the internet and to other scholarly resources will be quite limited. In addition, we will cover logistics, health and safety, cultural sensitivity, geography and politics, and basic language skills. We will also deal with post-field issues such as reverse culture shock, and ways in which participants can consolidate and build up their abroad experiences after they return to campus. Students will have the opportunity to participate in a pilot study aimed at developing a series of innovative online curriculum based upon their field experience.

AFRICAST 195. Back from Africa Workshop. 1-2 Unit.

For students who conducted research over the summer in Africa. Students reflect on their time in Africa, transform their observations and research into scholarship, and connect as a community. Cape Town fellows and any others who conducted summer research in Africa can use this course to finish their research.

AFRICAST 199. Independent Study or Directed Reading. 1-5 Unit.

May be repeated for credit.

AFRICAST 200. The HIV/AIDS Epidemic in Tanzania: A Pre-Field Seminar. 1 Unit.

Goal is to prepare students for an HIV/AIDS prevention, service-learning experience in Tanzania. Topics include: history of HIV/AIDS epidemic globally and in Tanzania; social and economic impact of AIDS; national and societal responses; ethical issues in crosscultural service learning; teaching for prevention; biology of HIV transmission, disease progression, and prevention; introduction to Tanzanian history and politics; HIV/AIDS and development; social, cultural, and economic context of HIV risk; and strategies for HIV prevention in Tanzania.

AFRICAST 209. Running While Others Walk: African Perspectives on Development. 5 Units.

Throughout the history of modern Africa, Africans have specified their desired future; development, understood broadly; and identified the major obstacles in achieving it. Debates about development have intensified in the post-colonial period, especially as African countries have replaced the leaders installed at independence. Amidst the general critique of the imposition of external values and rules, Africans have differed, sometimes sharply, on priorities, process, and programs. While for some the challenge is to catch up with development elsewhere, for others it is essential to leap ahead, to set the pace, to initiate a radical social, economic, and political transformation. To ground and extend the common approaches to studying development that emphasize economics and that rely largely on external commentators, we will explore African perspectives. Our major task will be a broad overview, sampling the analyses of African intellectuals in several domains. Course participants will review, compare, and analyze major contributions, developing an understanding of contemporary intellectual currents.

Same as: AFRICAST 109

AFRICAST 211. Education for All? The Global and Local in Public Policy Making in Africa. 5 Units.

Policy making in Africa and the intersection of policy processes and their political and economic dimensions. The failure to implement agreements by international institutions, national governments, and nongovernmental organizations to promote education. Case studies of crowded and poorly equipped schools, overburdened and underprepared teachers, and underfunded education systems.

Same as: AFRICAST 111

AFRICAST 212. AIDS, Literacy, and Land: Foreign Aid and Development in Africa. 5 Units.

Is foreign aid a solution? or a problem? Should there be more aid, less aid, or none at all? How do foreign aid and local initiatives intersect? A clinic in Uganda that addresses AIDS as a family and community problem. Multiple strategies in Tanzania to increase girls' schooling. These are imaginative and innovative approaches to pressing and contested policy challenges. We will examine several contentious issues in contemporary Africa, exploring their roots and the intense conflicts they engender, with special attention to foreign aid and the aid relationship. As African communities and countries work to shape their future, what are the foreign roles and what are their consequences?

Same as: AFRICAAM 212, AFRICAST 112

AFRICAST 224. Memory and Heritage In South Africa Syllabus. 1 Unit.

The focus of this course is to provide a forum in which students examine the role of memory and heritage in South Africa. The course will include visiting speakers, discussion and other activities. The complex relationship between memory and heritage in South Africa will provide the basis for a series of broad conversations about citizenship, national reconciliation, memorialization, justice, modernity and heritage ethics.

AFRICAST 229. Literature and Global Health. 3-5 Units.

This course examines the ways writers in literature and medicine have used the narrative form to explore the ethics of care in what has been called the developing world. We will begin with an introduction to global health ethics as a field rooted in philosophy and policy that address questions raised by practice in resource-constrained communities abroad. We will then spend the quarter understanding the way literature may deepen and even alter those questions. For instance: how have writers used scenes of practice in Africa, the Caribbean or South Asia to think through ideas of mercy, charity, beneficence and justice? How differently do they imagine such scenes when examining issues of autonomy, paternalism and language? To what extent, then, do novels and memoirs serve as sites of ethical inquiry? And how has literary study revealed the complexities of narrating care for underserved communities, and therefore presented close reading as a mode of ethics for global health? Readings will include prose fiction by Albert Camus, Joseph Conrad, Amitav Ghosh and Susan Sontag as well as physician memoirs featuring Frantz Fanon, Albert Schweitzer, Abraham Verghese and Paul Farmer.

Same as: AFRICAAM 229, COMPLIT 229, CSRE 129B, FRENCH 229, HUMBIO 175L, MED 234

AFRICAST 235. Designing Research-Based Interventions to Solve Global Health Problems. 3-4 Units.

The excitement around social innovation and entrepreneurship has spawned numerous startups focused on tackling world problems, particularly in the fields of education and health. The best social ventures are launched with careful consideration paid to research, design, and efficacy. This course offers students insights into understanding how to effectively develop, evaluate, and scale social ventures. Using TeachAIDS (an award-winning nonprofit educational technology social venture used in 78 countries) as a primary case study, students will be given an in-depth look into how the entity was founded and scaled globally. Guest speakers will include world-class experts and entrepreneurs in Philanthropy, Medicine, Communications, Education, and Technology. Open to both undergraduate and graduate students.

Same as: AFRICAST 135, EDUC 135, EDUC 335, HRP 235, HUMBIO 26, MED 235

AFRICAST 238. Conflict and Reconciliation in Africa: International Intervention. 3-5 Units.

This course will explore recent debates on the causes and structural terms of large-scale violence in Africa in the context of key contemporary models for reconciliation and transitional justice. Discussions will emphasize the broader international legal and political order each presupposes, and specifically whether their underlying reconstitution of rights and subjectivities are compatible with cultural, political or legal diversity. A historical assessment of the predominating Nuremberg paradigm of transitional justice; structured around international military intervention and criminal trials based on international criminal courts; will be contrasted with other regional models that engage with the challenges of the political reconciliation of formerly divided political communities. The necessity of understanding the specificities of both global and local historical and structural contexts will be examined with respect to various proposals for how to balance concerns for both justice and peace. Readings will cover case studies from South Africa, Rwanda, DRC, northern Uganda, Sudan (including Darfur and South Sudan), Libya, Mali, and CAR.

Same as: AFRICAST 138, ANTHRO 138A, ANTHRO 238A

AFRICAST 299. Independent Study or Directed Reading. 1-10 Unit.**AFRICAST 300. Contemporary Issues in African Studies. 1 Unit.**

Guest scholars present analyses of major African themes and topics. Brief response papers required. May be repeated for credit.

AFRICAST 301A. The Dynamics of Change in Africa. 4-5 Units.

Crossdisciplinary colloquium; required for the M.A. degree in African Studies. Open to advanced undergraduates and PhD students. Addresses critical issues including patterns of economic collapse and recovery; political change and democratization; and political violence, civil war, and genocide. Focus on cross-cutting issues including the impact of colonialism; the role of religion, ethnicity, and inequality; and Africa's engagement with globalization.

Same as: HISTORY 246, HISTORY 346, POLISCI 246P, POLISCI 346P

AFRICAST 302. Research Workshop. 1 Unit.

Required for African Studies master's students. Student presentations.