

# 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 .

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 (<http://exploreddegrees.stanford.edu/archive/2016-17/schoolofhumanitiesandsciences/africanstudies/#bachelortext>) and Master's (<http://exploreddegrees.stanford.edu/archive/2016-17/schoolofhumanitiesandsciences/africanstudies/#masterstext>) 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 in the form of a minor or concentration:

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/archive/2016-17/schoolofhumanitiesandsciences/anthropology/#bachelortext>), History (<http://exploreddegrees.stanford.edu/archive/2016-17/schoolofhumanitiesandsciences/history/#bachelortext>), or Political Science (<http://exploreddegrees.stanford.edu/archive/2016-17/schoolofhumanitiesandsciences/politicalscience/#bachelortext>) affords 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/archive/2016-17/schoolofhumanitiesandsciences/africanandafricanamericanstudies/#bachelortext>) or International Relations (<http://exploreddegrees.stanford.edu/archive/2016-17/>

[schoolofhumanitiesandsciences/internationalrelations/#bachelortext](http://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>) .

## Minor in Global Studies with African Studies Specialization

The minor in 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 the minor adviser at the Center for African Studies. Students declare the minor and the African Studies specialization in Axess (<http://axess.stanford.edu>) (see below for detailed instructions).

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 as part of their Stanford experience.

## Declaring the Global Studies Minor with African Studies Specialization

To declare the Global Studies minor with African Studies specialization, students must:

1. Set up an appointment with Laura Hubbard, <[lhubbard@stanford.edu](mailto:lhubbard@stanford.edu)>, Associate Director for the Center for African Studies.
2. Declare the Global Studies minor in Axess (<http://axess.stanford.edu>) .
3. Complete the Declaration or Change of Undergraduate Major, Minor, Honors, or Degree Program ([https://studentaffairs.stanford.edu/sites/default/files/registrar/files/change\\_UG\\_program.pdf](https://studentaffairs.stanford.edu/sites/default/files/registrar/files/change_UG_program.pdf)) form in order to declare the African Studies specialization. Submit the form to the minor adviser, Laura Hubbard, in the Center for African Studies office (Encina Hall West, Room 219, 417 Galvez Mall).

## 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 (<http://exploreddegrees.stanford.edu/archive/2016-17/schoolofhumanitiesandsciences/africanstudies>) and the Special Languages Program of the Language Center (<http://exploreddegrees.stanford.edu/archive/2016-17/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.

### African Studies Courses

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 131	Media and Conflict in Africa	3-5
AFRICAST 132	Literature and Society in Africa and the Caribbean	4
AFRICAST 135	Designing Research-Based Interventions to Solve Global Health Problems	3-4
AFRICAST 142	Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice	3-5
AFRICAST 181	Media Representations of Africa	3-5
AFRICAST 300	Contemporary Issues in African Studies	1

### Related Courses

AFRICAST 119	Novel Perspectives on South Africa	2-3
AFRICAST 133B	Covering Islam: On What We Learn to See, Think and Hear about Islam & Muslims	3-5
AFRICAST 141A	Science, Technology, and Medicine in Africa	4
AFRICAST 145B	The African Atlantic	3-5
AFRICAST 199	Independent Study or Directed Reading	1-5
AFRICAST 220E	Renaissance Africa	3-5
AFRICAST 229	Literature and Global Health	3-5
AFRICAST 235	Designing Research-Based Interventions to Solve Global Health Problems	3-4
ANTHRO 1	Introduction to Cultural and Social Anthropology	3-5

ANTHRO 13A	Islamic Routes: Archaeology and Heritage of Muslim Societies	3-5
ANTHRO 41	Genes and Identity	3
ANTHRO 139	Ethnography of 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
ECON 118	Development Economics	5
HISTORY 46S	Economies of Africa: Entrepreneurialism, Informality and the History of Capitalism, 1400-Present	5
HISTORY 47	History of South Africa	3
HISTORY 48	The Egyptians	3-5
HISTORY 48Q	South Africa: Contested Transitions	4
HISTORY 106A	Global Human Geography: Asia and Africa	5
HISTORY 145B	Africa in the 20th Century	5
HISTORY 238J	The European Scramble for Africa: Origins and Debates	5
HISTORY 244	Egyptomania! The Allure of Ancient Egypt Over the Past 3,500 Years	5
HISTORY 247J	History and Memory in 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
HISTORY 289	The Indian Ocean World: Winds, Merchants & Empires	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
OSPCPTWN 16	Sites of Memory	3
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 30	Engaging Cape Town	2
OSPCPTWN 31	Political Economy of Foreign Aid	3
OSPCPTWN 38	Genocide: African Experiences in Comparative Perspective	3-5
OSPCPTWN 43	Public and Community Health in Sub-Saharan Africa	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 63	Socio-Ecological Systems	3
OSPCPTWN 70	Youth Citizenship and Community Engagement	3
OSPCPTWN 75	Giving Voice to the Now: Studies in the South African Present	3
OSPCPTWN 76	(South) Africa Rising: Implications for Conflict, Democracy, and Human Rights	5
OSPCPTWN 77	Independent Study: Topics in South African Politics and Development	2-4
OSPCPTWN 78	Postcolonial Modernist Art Movements in Africa	3
OSPCPTWN 80	Business in Africa	2

### Units

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?	5
SURG 150	Principles and Practice of International Humanitarian Surgery	4
THINK 42	Thinking Through Africa: Perspectives on Health, Wealth, and Well-Being	4

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 three 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.

## 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/archive/2016-17/schoolofhumanitiesandsciences/anthropology>), History (<http://exploreddegrees.stanford.edu/archive/2016-17/schoolofhumanitiesandsciences/history>), Political Science (<http://exploreddegrees.stanford.edu/archive/2016-17/schoolofhumanitiesandsciences/politicalscience>), and Sociology (<http://exploreddegrees.stanford.edu/archive/2016-17/schoolofhumanitiesandsciences/sociology>), and in the School of Education (<http://exploreddegrees.stanford.edu/archive/2016-17/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/archive/2016-17/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/archive/2016-17/cotermdegrees>)" section. University requirements for the master's degree are described in the "Graduate Degrees (<http://exploreddegrees.stanford.edu/archive/2016-17/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

### 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/archive/2016-17/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. Concentration Field (15 units)

Students choose one area of specialization and take at least three related courses for graduate credit within their area of specialization:

- a. Culture and society
- b. Health, well-being, and the environment
- c. Political economy and security

#### 3. Cognate Courses and Electives (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:

- a. Culture and society
- b. Health, well-being, and the environment
- c. Political economy and security
- d. Two additional electives in any concentration

#### 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.

#### African Studies Courses

		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

AFRICAAM 352	The Novel in Africa	3-5
AFRICAST 229	Literature and Global Health	3-5
AFRICAST 299	Independent Study or Directed Reading	1-10
AFRICAST 302	Research Workshop	1
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
COMPLIT 352A	The Novel in Africa	3-5
ECON 214	Development Economics I	2-5
ECON 215	Development Economics II	2-5
ECON 315	Development Workshop	1-10
EDUC 202	Introduction to Comparative and International Education	4
EDUC 377C	Philanthropy: Strategy, Innovation and Social Change	3
HISTORY 248S	Colonial States and African Societies, Part I	4-5
HISTORY 345B	African Encounters with Colonialism	4-5
HISTORY 347J	History and Memory in Africa	4-5
HISTORY 383	The New Global Economy, Oil and Origins of the Arab Spring	4-5
HISTORY 389	The Indian Ocean World: Winds, Merchants & Empires	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	Principles and Practice of International Humanitarian Surgery	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/archive/2016-17/graduatedegrees/#jointdegreestext>)" 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 Beinin (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)

*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), Alvan Ikoku (Comparative Literature), 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), Toussaint Nothias (African Studies), Jill Rosenthal (History), Ramzi Salti (African and Middle Eastern Languages), Timothy Stanton (Bing Overseas Studies)

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

*Curators:* Karen Fung (African Collection Curator, Green Library), Catherine Hale (Curator, Arts of Africa and the Americas, Cantor Arts Center), Regina Roberts (Bibliographer, Green Library)

*Senior Research Fellows:* Coit Blacker (Freeman Spogli Institute), Larry Diamond (Freeman Spogli Institute, Hoover Institution), Marcel Fafchamps (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 38	Genocide: African Experiences in Comparative Perspective	3-5
OSPCPTWN 75	Giving Voice to the Now: Studies in the South African Present	3

## Courses

### AFRICAST 31. Media and Conflict in Africa. 3-5 Units.

Introduction to the variety of roles played by local and international media in covering conflict situations across the continent in the late 20th- and early 21st-centuries. The objective is to develop a theoretical and empirical understanding of the media as active participants in conflicts, rather than neutral witnesses. How the media in the African context have become tools for propaganda and for encouraging violence, as well as their role in promoting dialogue, peace and reconciliation between communities. These questions are relevant to the context of contemporary Africa where conflicts fueled by ethnic hatred or democratic aspirations have unfolded along with the development of media and communication technologies. Key concepts such as objectivity, impartiality, hate speech, peace journalism, citizen journalism, and cosmopolitanism, to analyze the role played by the media in case studies in Burundi, Cameroon, Egypt, Ethiopia, Kenya, Nigeria, Rwanda and Uganda. A wide variety of material including: readings drawn from a fields such as media and journalism studies, political sciences, anthropology, and postcolonial theory; linguistic, visual, audio, video and multimedia material produced by news media; and films and documentaries.

Same as: AFRICAST 131

### AFRICAST 81. Media Representations of Africa. 3-5 Units.

How has Africa been dominantly represented in the media? How are these representations challenged, complexified and reproduced in the postcolonial context? What is the role of African media in these processes? This class is an introduction to the variety of roles played by the media in representing Africa, with a particular focus on the postcolonial context. The topic is particularly relevant to contemporary Africa as the emerging middle-class, economic and cultural globalization, and the uptake for communication technologies are shaping contested images of the continent. You will: develop a theoretical and empirical understanding of the media as instruments of domination but also of resistance; learn how to critically deconstruct media representations in everyday life; understand the challenges of intercultural communication in an unequal world. Key concepts such as: representation, stereotyping, cultural appropriation, afropessimism, afrocentrism, afro optimism, afropolitanism. Readings drawn from media and cultural studies, anthropology, postcolonial theory and literature. In class-analysis of photographs, news articles and broadcasts, PR campaigns, social media, films and documentaries.

Same as: AFRICAAM 81, AFRICAST 181

### 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 Africa's intellectuals 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 111, AFRICAST 212

**AFRICAST 119. Novel Perspectives on South Africa. 2-3 Units.**

21st-century South Africa continues its literary effervescence. In this class we'll sample some recent novels and related writings to tease out the issues shaping the country (and to some degree the continent) at present. Is "South African literature" a meaningful category today? What are the most significant features we can identify in new writings and how do they relate to contemporary social dynamics? The course will appeal to anyone interested in present-day Cape Town or Johannesburg, including students who have spent a term in BOSP-Cape Town or plan to do so in future. Both undergraduate and graduate students are welcome. 2-3 units. Course may be repeated for credit. All students will write short analyses from the prescribed texts. Students taking the course for three units will write an extended essay on a topic agreed with the instructor.

Same as: AFRICAAM 119, AFRICAAM 219, AFRICAST 219, CSRE 119

**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 131. Media and Conflict in Africa. 3-5 Units.**

Introduction to the variety of roles played by local and international media in covering conflict situations across the continent in the late 20th- and early 21st-centuries. The objective is to develop a theoretical and empirical understanding of the media as active participants in conflicts, rather than neutral witnesses. How the media in the African context have become tools for propaganda and for encouraging violence, as well as their role in promoting dialogue, peace and reconciliation between communities. These questions are relevant to the context of contemporary Africa where conflicts fueled by ethnic hatred or democratic aspirations have unfolded along with the development of media and communication technologies. Key concepts such as objectivity, impartiality, hate speech, peace journalism, citizen journalism, and cosmopolitanism, to analyze the role played by the media in case studies in Burundi, Cameroon, Egypt, Ethiopia, Kenya, Nigeria, Rwanda and Uganda. A wide variety of material including: readings drawn from a fields such as media and journalism studies, political sciences, anthropology, and postcolonial theory; linguistic, visual, audio, video and multimedia material produced by news media; and films and documentaries.

Same as: AFRICAST 31

**AFRICAST 132. Literature and Society in Africa and the Caribbean. 4 Units.**

This course aims to equip students with an understanding of the cultural, political and literary aspects at play in the literatures of Francophone Africa and the Caribbean. Our primary readings will be Francophone novels and poetry, though we will also read some theoretical texts, as well as excerpts of Francophone theater. The assigned readings will expose students to literature from diverse French-speaking regions of the African/Caribbean world. This course will also serve as a "literary toolbox," with the intention of facilitating an understanding of literary forms, terms and practices. Students can expect to work on their production of written and spoken French (in addition to reading comprehension) both in and outside of class. Required readings include: Aimé Césaire, "Cahier d'un retour au pays natal," Albert Memmi, "La Statue de Sel," Kaouther Adimi, "L'envers des autres", Maryse Condé, "La Vie sans fards". Movies include "Goodbye Morocco", "Aya de Yopougon", "Rome plutôt sue Vous". Taught in French. Prerequisite: FRENLANG 124 or consent of instructor.

Same as: AFRICAAM 133, FRENCH 133, JEWISHST 143

**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 of 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 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 technopolitics 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 CDDR 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: AFRICAST 242, INTNLREL 142

**AFRICAST 145B. The African Atlantic. 3-5 Units.**

This course explores the central place Africa holds in prose writing emerging during early and modern periods of globalization across the Atlantic, including the middle passage, exploration and 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 self-making or new citizenship, to evoke histories of racial unity or examine psychic and 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 (Conrad, Condé, Olinto), epic and prose poetry (Césaire, Walcott), theoretical reflection (Gilroy, Glissant, Mudimbe, Benitez-Rojo), and literary autobiography (Barack Obama, Saidiya Hartman).

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 181. Media Representations of Africa. 3-5 Units.**

How has Africa been dominantly represented in the media? How are these representations challenged, complexified and reproduced in the postcolonial context? What is the role of African media in these processes? This class is an introduction to the variety of roles played by the media in representing Africa, with a particular focus on the postcolonial context. The topic is particularly relevant to contemporary Africa as the emerging middle-class, economic and cultural globalization, and the uptake for communication technologies are shaping contested images of the continent. You will: develop a theoretical and empirical understanding of the media as instruments of domination but also of resistance; learn how to critically deconstruct media representations in everyday life; understand the challenges of intercultural communication in an unequal world. Key concepts such as: representation, stereotyping, cultural appropriation, afro pessimism, afrocentrism, afro optimism, afropolitanism. Readings drawn from media and cultural studies, anthropology, postcolonial theory and literature. In class-analysis of photographs, news articles and broadcasts, PR campaigns, social media, films and documentaries.

Same as: AFRICAAM 81, AFRICAST 81

**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 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 Africa's 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 111, AFRICAST 112

**AFRICAST 219. Novel Perspectives on South Africa. 2-3 Units.**

21st-century South Africa continues its literary effervescence. In this class we'll sample some recent novels and related writings to tease out the issues shaping the country (and to some degree the continent) at present. Is 'South African literature' a meaningful category today? What are the most significant features we can identify in new writings and how do they relate to contemporary social dynamics? The course will appeal to anyone interested in present-day Cape Town or Johannesburg, including students who have spent a term in BOSP-Cape Town or plan to do so in future. Both undergraduate and graduate students are welcome. 2-3 units. Course may be repeated for credit. All students will write short analyses from the prescribed texts. Students taking the course for three units will write an extended essay on a topic agreed with the instructor.

Same as: AFRICAAM 119, AFRICAAM 219, AFRICAST 119, CSRE 119

**AFRICAST 220E. Renaissance Africa. 3-5 Units.**

Literature and Portuguese expansion into Africa during the sixteenth century. Emphasis on forms of exchange between Portuguese and Africans in Morocco, Angola/Congo, South Africa, the Swahili Coast, and Ethiopia. Readings in Portuguese and English.

Same as: COMPLIT 220, ILAC 220E, ILAC 320E

**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 a call made by the editor-in-chief of *The Lancet* for a literature of global health, namely fiction modeled on the social reform novels of the nineteenth century, understood to have helped readers develop a conscience for public health as the field emerged as a modern medical specialty. We will then spend the quarter understanding how colonial, postcolonial, and world literatures have answered and complicated this call. Readings will include prose fiction by Albert Camus, Joseph Conrad, Tsitsi Dangaremba, Amitav Ghosh, Susan Sontag as well as physician memoirs featuring Frantz Fanon, Albert Schweitzer, Abraham Verghese, Paul Farmer. And each literary reading will be paired with medical, philosophical, and policy writings that deeply inform the field of global health.

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 of 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 239. The Politics of Development: Social Service Delivery in the Developing World. 3-5 Units.**

In this course we will examine variation in service delivery across the developing world, with an eye to identifying key factors in success or failure, and to understanding how the interests of individuals, governments, donors, and non-state actors shape the outcomes we observe in the world. The course will include a practicum component, where students will work directly with development practitioners in developing countries to problem-solve and to write case studies. Much of the course material will be drawn from sub-Saharan Africa, but we will also cover material from Latin America, South Asia, and Southeast Asia.

Same as: IPS 239

**AFRICAST 242. 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: AFRICAST 142, INTNLREL 142

**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.