Course outline: AFRI 598: Research Seminar in African Studies
A Critical Gender Analysis of Socio-Economic Systems in Africa

(as it appears in the eCalendar)

General information

Course #:	AFRI 598-001-Research Seminar in African Studies
Term and year:	Winter 2024
Course pre-requisite(s):	An introductory course in any of the disciplines studying Africa
Course co-requisite(s):	Open to final year Program students, and to others by permission of Program Adviser.
Course schedule (class day(s) and time):	Wednesdays 2:30-5:30 (Location: MOR 313)
Number of credits:	3

Instructor information

Name and title:	Dr. Milka Nyariro
E-mail:	milka.nyariro@mcgill.ca
Office hours:	Location: 3764 Peterson Hall (Room 340). Wednesdays 12-1 pm or by appointment. You can contact me in person of via email. I strive to respond to emails as soon as possible or within 48 hours Mondays -Fridays. I recommend that you check your emails and myCourses regularly or at least every other day and before class for any updates on the course.

Course overview

This is a graduate seminar-style course. It is not a lecture course. It is important that all students participate fully in discussion and come prepared for class. The readings, writing, and participation requirements are designed for advanced undergraduate students interested in a survey of topics on important themes pertaining to the following: African literature, education, health, gender and sexuality, disability, socio-economic and political life in Africa. Throughout the course we will apply a gender lens and an intersectionality approach to examine a wide range of themes that impact the status, livelihoods, and what are often multiple identities impacting women in Africa, including systems of empowerment, marginalization and resistance to inequality and oppression.

Instructor message regarding course delivery

- This course will be delivered in person. Announcements and all communications to the students will be through myCourses. Be sure to check myCourses regularly.
- You can seek support from Student Services if you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills.]
- Student engagement in this course will be promoted through in-person and online discussions.

Learning outcomes

At the end of this course, the students should be able to apply gender and an intersectional analysis on various thematic socio-economic, and political issues impacting the diverse and pluralistic societies in the African continent. In addition, students will be tasked with achieving two important objectives: an advanced level of analytical skills pertaining to a range of African related topics, and the completion of a research project on a topic of the student's choosing contingent on the approval of the instructor.

Instructional methods

This is a three-hour weekly graduate-seminar style course that will involve reading, writing responses and leading discussion seminars. There will be no lectures. The students will be required to prepare a research presentation for a symposium that will culminate in their final research projects/papers.

Expectations for student participation

Class attendance for this course is mandatory. Students are expected to come prepared to discuss the weekly readings. Diverse opinions are encouraged during all discussions; however, respectful interaction and communications should be upheld at all times.
You can download the myCourses Pulse mobile app to stay connected and on track.

Class recordings

This course will not be recorded except in cases where we have guest speakers who are not able to attend in person.

Intellectual property considerations

"I ask for everyone's cooperation in ensuring that course materials are not reproduced or placed in the public domain. This means that each of you can use it for your own purposes, but you cannot allow others to use it by posting it online or giving it or selling it to others who may copy it and make it available. Thank you very much for your help with this."

Required course materials.

All course materials are available through access from the McGill Library and will be uploaded on myCourses.

The McGill Library provides online access to course materials via its [Course Readings](#) service and can link to online materials, including e-books and journal articles. Your [Liaison Librarian](#) can support you in accessing online materials in the Library collection, purchasing online versions of your print course materials where possible, and trouble-shooting issues with online Library resources.

Optional course materials

All optional course materials, where applicable will be uploaded on myCourses. You are expected to read three articles every week. Where more than three articles are listed, you have the choice of picking the three articles for your weekly reading and discussions.

CLASS/MODULE ORGANIZER

Week 1 —January 10: Introduction and Overview of the Course

Activity: For our introduction class, watch the videos in the links below. In addition, come prepared to discuss the following questions:

a) What is your major/minor?

b) Why are you interested in this course?

c) What do you hope to learn in this class or achieve at the end of this course?

d) Any other thing you want to talk about or want me to know?

We should all be feminists | Chimamanda Ngozi Adichie | TEDxEuston

https://www.youtube.com/watch?v=hg3umXU_qWc

Women Cannot Be Fully Free Until They Are Free To Fail | Chimamanda Ngozi Adichie

https://www.youtube.com/watch?v=IdPFiCAahfQ

Week 2—January 17: Sex, Gender, Sexuality and Intersectionality

- Najmabadi, Afsaneh. "Beyond the Americas: Are Gender and Sexuality Useful Categories of Analysis?" Journal of Women's History 18, no. 1 (2006): 11-21.
- Yuval-Davis, N. (2006) "Intersectionality and feminist politics", European Journal of Women's Studies, 13(3): 193-209.
- Cross-Border Feminists. (20 April 2020). Cross-Border Feminist Manifesto: Emerging from the Pandemic Together. https://spectrejournal.com/cross-border-feminist-manifesto/

Week 3—January 24: Women's Resistance to Colonialism

- Judith Van Allen, "'Aba Riots' or Igbo 'Women's War?' Ideology, Stratification, and the Invisibility of Women," in Hafkin and Bay, Women in Africa, 59-85.
- Audrey Wipper, "Riot and Rebellion among African Women: Three Examples of Women's Political Clout," in O'Barr, Perspectives on Power, 50-72.

- Jean O'Barr and Kathryn Firmin-Sellers, "African Women in Politics," in Hay and Stichter, <u>African Women South of the Sahara</u>, 189-202.

Week 4—January 31: Reassessing Nationalism through Women's Life Histories: Tanganyika

- Susan Geiger, "Tanganyikan Nationalism as 'Women's Work': Life Histories, Collective Biography and Changing Historiography," <u>Journal of African History</u> 37, 3 (1996): 465-478.
- Geiger, Susan. "Women and African nationalism." *Journal of Women's History* 2, no. 1 (1990): 227-244.
- Hassim, S. (2004). Nationalism, feminism and autonomy: The ANC in exile and the question of women. *Journal of Southern African Studies*, *30*(3), 433-456.

Week 5—February 7: Postcolonial Politics: State Hegemony and Subordination of Women

- Aili Mari Tripp, "The Politics of Autonomy and Cooptation in Africa: The Case of the Ugandan Women's Movement," <u>Journal of Modern African Studies</u> 39, 1 (2001): 101-128.
- Geiger, S. (1987). Women in nationalist struggle: TANU activists in Dar es Salaam. The International Journal of African Historical Studies, 20(1), 1-26.
- Anunobi, Fredoline. "Women and development in Africa: From marginalization to gender inequality." *African Social Science Review* 2, no. 2 (2002): 3.

Week 6—February 14: Women's Education, and Access to Resources: Neoliberal Economic Policies, Poverty, and Global Inequalities

- Ajala, Taiwo. "Gender discrimination in land ownership and the alleviation of women's poverty in Nigeria: A call for new equities." *International Journal of Discrimination and the Law* 17, no. 1 (2017): 51-66.
- Kehler, Johanna. "Women and poverty: the South African experience." *Journal of international women's studies* 3, no. 1 (2001): 41-53.
- Odeny, Millicent. "Improving Access to Land and strengthening Women's land rights in Africa." In *Annual World Bank conference on land and poverty', The World Bank, Washington, DC*. 2013.

Week 7— February 21: Postcolonial Survival and Resistance: SA and Zaire/Democratic Republic of the Congo

- Anne-Maria Makhulu. "Introduction" and "Conclusion" in Making Freedom: Apartheid, Squatter Politics, and the Struggle for Home, 1-26 and 153-168. Durham: Duke University Press 2015. Duke Library E-Book.
- Catharine Newbury, "*Ebutumwa bw'Emiogo*, The Tyranny of Cassava: A Women's Tax Revolt in Eastern Zaire" <u>Canadian Journal of African Studies</u> 18, 1 (1984): 35-54.
- Catharine Newbury, "States at War: Confronting Conflict in Africa," <u>African Studies Review</u> 45, 1 (April 2002): 1-20.

Week 8 —February 28: Women, Health, AIDS and Land

- Tschirhart, Naomi, Sue Nichols, and Lucky Kabanga. "The convergence of HIV/AIDS and customary tenure on women's access to land in rural Malawi." *SAHARA: Journal of Social Aspects of HIV/AIDS Research Alliance* 12, no. 1 (2015): 134-146.
- Ida Susser, AIDS, Sex, and Culture: Global Politics and Survival in Southern Africa, pp. 107-117; 138-154.
- Oglethorpe, Judy, and Nancy Gelman. "AIDS, women, land, and natural resources in Africa: current challenges." *Gender & Development* 16, no. 1 (2008): 85-100.

Week 9 —March 13: Higher Education in Africa
- Liani, M. L., Nyamongo, I. K., & Tolhurst, R. (2020). Understanding intersecting gender inequities in academic scientific research career progression in sub-Saharan Africa.
- Babalola, O. O., du Plessis, Y., & Babalola, S. S. (2021). Insight into the organizational culture and challenges faced by women STEM leaders in Africa. *Social Sciences*, *10*(3), 105.
- Okeke, I. N., Babalola, C. P., Byarugaba, D. K., Djimde, A., & Osoniyi, O. R. (2017). Broadening participation in the sciences within and from Africa: Purpose, challenges, and prospects. *CBE—Life Sciences Education*, *16*(2), es2.

Week 10 —March 20: Transnationalism and Migration: African Women in Diaspora

- Osirim, M. J. (2008). African women in the new diaspora: Transnationalism and the (re) creation of home. *African and Asian Studies*, *7*(4), 367-394.
- Campt, T., & Thomas, D. A. (2008). Gendering diaspora: transnational feminism, diaspora and its hegemonies. *Feminist review*, *90*(1), 1-8.
- Norwood, Carolette. "Perspective in Africana feminism; exploring expressions of Black feminism/Womanism in the African diaspora." *Sociology Compass* 7, no. 3 (2013): 225-236.

Week 11 —March 27: Leadership and Entrepreneurs in Africa
- Wolf, K., & Frese, M. (2018). Why husbands matter: Review of spousal influence on women entrepreneurship in sub-Saharan Africa. *Africa Journal of Management*, *4*(1), 1-32.
- Titi Amayah, A., & Haque, M. D. (2017). Experiences and challenges of women leaders in Sub-Saharan Africa. *Africa Journal of Management*, *3*(1), 99-127.
- Punnett, B.J., Clarke, L.N. (2017). Women and Leadership in Africa. In: LEAD: Leadership Effectiveness in Africa and the African Diaspora. Palgrave Studies in African Leadership. Palgrave Macmillan, New York. https://doi.org/10.1057/978-1-137-59121-0_14

- **Week 12—April 3: Research Symposium (Presentation of Papers)**

- **Week 13—April 10: In-Class Discussions on Feedback from the Symposium**

- **Week 14 —Final Research Paper Due April 17**

Evaluation

Feedback will be given 2 weeks from the final submission due date for every assignment. To facilitate this, students are expected to submit all assignments by the due date. Reasonable accommodation for extension might be considered on a case-by-case basis. The value of each assignment is described in the following section. Late assignments will be penalized at 10% per day from the assignment due date. All submitted assignments will be checked with a text-matching software and students are advised against the

use of Chat GPT in writing their work. If this is detected, the assignment will be nullified and not be graded.

Assignment descriptions

1. **Participation in Discussion (20%)**: Students will be expected to keep up with assigned readings and to come to the seminar prepared to participate in discussion. Students are expected to lead at least 4 discussions and participate in all other discussions based on several assignments (in assignment 2, reading responses) designed to encourage a deeper understanding of the relationship between gender and other social categories on diverse social aspects of African history, society and politics. (Refer to the rubric on myCourses).

2. **Reading Response Papers (20%):** Each student is required to write 4 reading response papers of the assigned readings for 4 different weeks. You can choose the weeks, but you must distribute the workload evenly. The paper should be between 1000-1500 words double spaced. DO NOT summarize the week's readings, but rather focus on answering the following questions:

   1. What is the author trying to convey to his/her audience?
   2. What are the strengths and weaknesses of the argument or point of view he/she is presenting?
   3. What is confusing or unsatisfying about the reading?
   4. Are there any themes that emerge from the week's readings?
   5. How do the arguments compare and contrast with the view of other authors you have read in the course or elsewhere?
   6. Pose three discussion questions for the class to consider.
   Each student will lead at least four class discussions based on his/her reading response papers.

   Research Project (total 60%): The research project is composed of 2 phases. A major objective of this course is to have students improve their research, analytical, writing, and creative skills through the development of an original research paper related to African politics. The research question (or questions) must be narrow but based on offering a deeper understanding of a theme/trend in contemporary Africa with a focus on informal institutions and social movements.

   Note: Each student must individually schedule a meeting with me to discuss a research project before embarking on the research presentation and the final research paper.

   Phase 1: *Research Symposium (20%):* Students will prepare a research paper presentation for a symposium to be held on **April 3** and give an oral presentation of their findings to the class and a possible outside audience. In preparation for this stage, you will turn in a short research design paper (1 to 3 pages), which sketches your research question, your tentative answer (or hypotheses), and what kind of evidence you will collect to evaluate your hypotheses. You should also include a working/annotated bibliography of sources you will investigate. Your symposium presentation should be in power point format (10-12 slides) and last 10 minutes.

   Phase 2: *The final research project (40%).* The final research project paper is **due during the exam period and must incorporate the relevant comments and critique from the symposium**. The final research project should be 3500-4000 words double spaced pages without references.

   All written assignments should be submitted via myCourses.

3. Final grades will be calculated as follows: participation and discussion (20%), reading response papers (20%), research symposium (20%) and a research paper (40%).

Means of evaluation organizer

Name of assignment or exam	Due date	% of final grade
Participation in Discussion	March 27	20 %
Reading Response Papers	March 27	20 %
Research Project	April 3 and 17	
Research Symposium	April 3	20%
Final Research Project	April 17	40%

McGill policy statements

Language of submission
   "In accord with McGill University's [Charter of Students' Rights](), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives." (Approved by Senate on 21 January 2009).

   « Conformément à [la Charte des droits de l'étudiant]() de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

Academic integrity
   "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures]()" (Approved by Senate on 29 January 2003) (See [McGill's guide to academic honesty]() for more information).

   « L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon [le Code de conduite de l'étudiant et procédures disciplinaires]() » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill]().)

Additional statements

- "The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. Students and instructors are encouraged to review this Policy."

- "Work submitted for evaluation as part of this course may be checked with text-matching software within myCourses."

- "© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures."

- Equity Diversity and Inclusion Statement: "Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all. Lastly, please remember to practice self-care, which, according to Audre Lorde 'is not an act of self-indulgence, it is self-preservation, and that is an act of political warfare.'"

- "The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action."

- "As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or Student Accessibility & Achievement https://www.mcgill.ca/access-achieve/

- "Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many resources are available on-campus, off-campus, and online."

- ""*McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.*"

- "Please email me if you would like me to refer to you by a different name than the name indicated in your student record or to inform me of your preferred pronouns.

- "If you have difficulty affording food or if you lack a safe and stable place to live, and believe that these circumstances may affect your performance in this course, I encourage you to contact the Dean of Students, who can connect you with support services. If you feel comfortable doing so, please let me know as well so we can discuss how I can best support your learning." [adapted from Goldrick-Rab, 2017]

- "End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students."

- "In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change."

- Additional policies governing academic issues that affect students can be found in the McGill Charter of Students' Rights.

- McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the Office of Sustainability.

- The use of Mobile Computing and Communication (MC2) devices in class is only allowed when accessing learning material and in respect to policies and regulations of the University, including in particular the following: 1. The Code of Student Conduct and Disciplinary Procedures; 2. The Policy Concerning the Rights of Students with Disabilities; 3. The Policy on the Responsible Use of McGill IT Resources.