

AFRI 061,001
Dunbar

AFRI 61--AFRICAN WOMEN: CHANGING IDEALS AND REALITIES

Fall, 2004

Professor: Roberta Ann Dunbar

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Office Hours: Wed 9-12(or by appointment):

Course Website: <http://www.unc.edu/courses/2004fall/afri/061/001.index.html> (TBA)

This course is designed to introduce students to recent literature, theoretical questions, and methodological issues concerning the study of women in Africa and the phenomena of modernization and development. Following an introduction to the theoretical issues, the readings and class discussions will focus on the following: women's social roles, women and the economy, women and religion, women and the arts, and women and politics. These will be general in nature and seek to define the parameters of women's experiences during the pre-colonial, the colonial, and the post-colonial periods. This semester we will be examining these themes through life histories of women in three different parts of the continent. Throughout, we will pay attention to factors influencing change across time; and to how women act as participants in society with strategies of their own both collectively and individually for achieving autonomy. Related to this focus will be the effort to distinguish where the literature permits us to do so, prescriptive norms from reality, formal system from both formal and informal responses to it. In summary, students completing the course should have acquired

- (1) An understanding of how women's and feminist studies relate to the experience of African women;
- (2) Knowledge about general themes of the diversity of culture and historical experience of African women; this includes an awareness of the major regional differences in Sub-Saharan Africa;
- (3) Familiarity with conventional statistical tools used to assess women's well-being;
- (4) Understanding of some of the major challenges African women face today in the midst of the "development" process, structural adjustment and globalization.
- (5) Integration of general conceptual material by examining a particular topic and place in greater depth through either (a) research paper; (b) gender-oriented development project proposal or media proposal. See guidelines in Course Pack.

Course Responsibilities and Guidelines.

The syllabus will outline topics and recommended readings for each. Classes are intended to combine lecture and discussion. In order to get the most out of the class sessions, keep up with the reading schedule (i.e. readings should be completed by the date for which they are scheduled). You may be asked to lead the discussion for part of some classes and/or to identify principal concepts in the reading for that day. Assignments for this will be worked out once the course gets underway.

Class attendance is important and will be recorded. If you must be absent, I would appreciate your letting me know ahead of time, if possible. Extended absences (more than three) will be counted against you in case of a marginal grade. Written assignments should be completed promptly and handed in during class on the day they are due. Examinations must be written in ink and in Blue Books

Honor Code: In support of the Honor Code, I ask that all work, including papers, be signed with the pledge.

Plagiarism and Matters of Style: Most of you (by virtue of being here) should understand the usefulness to yourself and others of honest, competently prepared work. If you do not own a manual of style, you should get one like the *MLA Handbook*. Or online, look at Quick Reference on the Library's home page for links to various citation styles. I strongly recommend that you review the site constructed by UNC Library: <http://www.lib.unc.edu/instruct/citations/>. You may choose among styles, but MLA and Chicago are preferred. However, be sure to always indicate page numbers and in electronic sources, sections of the text if page numbers are not indicated. **Papers presented with inadequate or incorrect footnoting or bibliographic**

form will be returned for correction and subject to grade reduction at the very least and perhaps to additional penalty.

Written Assignments: Date Due and Percent of Grade

(1) Tu 9/21.	Paper and Analysis of Social Roles.	20%.
(2) Th 10/7.	MID-TERM	25%
(3) Tu 10/26	Research Proposal Due	
(4) Th 11/18	Research Paper (and/or Immigration Project Paper)	30%
(5) Th 12/16	2:00 p.m.- FINAL EXAM	25%

Books Required (available at Student Stores)

Kevane. *Women and Development in Africa*. 2004.

Aman. *The Story of a Somali Girl*. 1994.

Coquery-Vidrovitch. *African Women. A Modern History*. 1997.

Ndambuki, Berida and Claire C. Robertson. *We Only Come Here to Struggle*. 2000.

Tlali. *Between Two Worlds*. 2004.

Books and Articles on Reserve. (See Reserve Materials List in Coursepack.

Class Schedule and Recommended Readings.

<u>Date</u>	BB= Blackboard; * = Print Reserve; ER=Electronic Reserve; (H&S=Hay and Stichter, <u>Supplemental Reading</u>); ULMRC=Undergraduate Library NonPrint	
Tu 8/24	Introduction: Historical and Geographical Overview	
Th 8/26	Film: La Femme Aux Yeux Ouverts ULMRC 65-V5354	ER Article "African Women" (Amadiume)
Tu 8/31	Theoretical Perspectives I: Patriarchy	Kevane, Ch. 3 (passim); ER. "Patriarchal Heritage"(Iglitzin) and "Introduction: Varieties of Feminist Thinking"(Tong)
Th 9/2	Theoretical Perspectives II: The International Movement: Conferences, Research, and Views of Women of Color	Kevane, Chs 1-2; BB. Women and Development Indicators for Selected African Countries; ER "Women in Development Planning" (Lewis) and "African Women, Culture, and Another Development"(Ogundipe-Leslie)
Tu 9/7	Theoretical Perspectives III: Ways of Looking at the Economy. The Context of Rural Women	Kevane, Ch. 4; Coquery-Vidrovitch, Chs 1-3; BB: Male/Female Farming Systems. (*H&S, Ch 2)
Th 9/9	Life Histories as a Resource for the Study of African Women	ER "Whose Life. ." (Hoppe) and "Truth-Telling and the Politics of Women's Life History Research"(Gengenbach)
Tu 9/14	Family and Social Roles. Film: "With These Hands: How Women Feed Africa" (1987) ULMRC 65-V1654	Coquery Vidrovitch, Ch 1 (Review) BB: Ethnohistorical Model
Th 9/16	Library Resources for Research on African Women--Davis	Work on reading the Life Histories.
Tu 9/21	Family and Social Roles. Discussion of life histories	Paper on Social Roles Due in Class. +Discussion focused on social roles that emerge from the life histories,

		<i>Aman, We Only Come Here to Struggle, and Between Two Worlds</i>
Th 9/23	Women, Politics, and the States. Historical Themes	Coquery-Vidrovitch, Ch. 4; ER: "Mmanthatisi of the Sotho" and "Yaa Asantewa of Asante" (Sweetman)

Tu 9/28	Economic Impact of Colonialism	Coquery-Vidrovitch, Ch. 6. (*H&S, Ch 2)
Th 9/30	Post-colonial Impact of Structural Adjustment and Globalization	ER "Introductory Perspectives"(Emeagwali) and "Economic Crisis, Structural Adjustment and Africa's Future"(Ihonvbere)
Tu 10/5	Women, Migration and Urban Life	Coquery-Vidrovitch, Chs 7-9
Th 10/7	Women, Migration and Urban Life: Economic Issues from the Life Histories	<i>Aman, We Only Come Here to Struggle, and Between Two Worlds</i>
Tu 10/12	MID-TERM	
Th 10/14	FALL BREAK	
Tu 10/19	Women, Migration, and Urban Life: The Worlds of Work	Coquery-Vidrovitch, Chs 10-13; ER: "Urging Women to Redouble Their Efforts"(Bujra)
Th 10/21	Women and Education	Kevane, Chs 8 and 9; Coquery-Vidrovitch, Ch 14; ER: "Gender Roles, Education, and Development in Africa"(Sudarkasa)
Tu 10/26	Women and Education. Film: These Girls are Missing (199?) ULMRC 65-V5469	Research Proposal Due.
Th 10/28	Women, Religion and Secular Ideology. Evidence from the Life Histories	Coquery-Vidrovitch, Chs 5 and 14; (*H&S Ch 6; <i>Aman, We Only Come Here to Struggle, and Between Two Worlds</i>).
Tu 11/2	Women, Religion, and Secular Ideology: The Life Histories and the Case of Shari'a in Nigeria	ER: "Working Within Nigeria's Sharia Courts"(Imam); "Small victories, but the war rages on"(Eweluka); "Working Within Sharia takes you only so far"(Mukhtar)
Th 11/4	NO CLASS—RESEARCH AND WRITING	
Tu 11/9	Women, Religion, and Secular Ideology: Film: "New Gods" ULMRC 65-V1273	
Th 11/11	Women, Politics and the State. Nationalism and Liberation	Coquery-Vidrovitch Chs 15-16; *H&S, Chs 9-10; ER. "Gender and Political Struggle in Kenya"(Presley)
Tu 11/16	Women, Politics and the State. Contemporary Issues	Coquery-Vidrovitch, Ch 17; *H&S, Ch 11; ER "New Political Activism"(Tripp)
Th 11/18	Women, Politics and the State: The Impact of Civil War and Violence	ER: "The Political Economy of Rape"(Turshen)
Tu 11/23	Film: Facing the Truth. On the Reconciliation Commission in South Africa. ULMRC 65-V8170	Research Paper Due. ER "Locked into Loss and Silence"(Krog)
Th 11/25	THANKSGIVING	
Tu 11/30	Women, Politics and the State: Activism at the Grassroots Level	ER: "No freedom without the women"(Seidman); "Non-Governmental Organizations, 'Grassroots,' and the Politics of Virtue"(Mindry) and "The Philani Printing Project" (Miller)
Th 12/2	Review and Wrap-Up	
Th 12/16	FINAL EXAM. 2:00 p.m.	