

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:

Instructor message regarding course delivery

- oear68u941chm

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 | TEDx4137 (4) | 6.09U (s) 2023 (A) | 1.0 (2k) | 236.9 (2k) | 8.3B | 0.159

- Jean O'Barr and Kathryn Firmin-Sellers, "African Women in Politics," in Hay and Stichter, African Women South of the Sahara, 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," Journal of African History 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 SuborSo.6 (e4nd Subo)ymMC ■.2, f WtWt TfET

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.

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

McGill policy statements

“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](#)

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.’”
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- “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](#)”