African communities and countries work to shape their future, what are proposed solutions, examining foreign aid and the aid relationship. As aid and local initiatives intersect? We will examine several contentious have become increasingly dependent on foreign aid. How do foreign approaches in many sectors. At the same time, many African countries less aid, or none at all? Africa has developed imaginative and innovative critics. Is foreign aid a solution? or a problem? Should there be more aid, Foreign aid can help Africa, say the advocates. Certainly not, say the Africa. 3-5 Units.

AFRICAST 112. AIDS, Literacy, and Land: Foreign Aid and Development in underfunded education systems. poorly equipped schools, overburdened and underprepared teachers, and organizations to promote education. Case studies of crowded and by international institutions, national governments, and nongovernmental domains. Course participants will review, compare, and analyze major contributions, developing an understanding of contemporary intellectual currents. Same as: AFRICAAM 209

AFRICAST 111. Education for All? The Global and Local in Public Policy Making in Africa. 3-5 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: AFRICAAM 211, AFRICAST 211

AFRICAST 110. Running While Others Walk: African Perspectives on Development. 3-5 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 independence era leaders. 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 114N. Desert Biogeography of Namibia Prefield Seminar. 3 Units. Desert environments make up a third of the land areas on Earth, ranging from the hottest to the coldest environments. Aridity leads to the development of unique adaptations among the organisms that inhabit them. Climate change and other processes of desertification as well as increasing human demand for habitable and cultivatable areas have resulting in increasing need to better understand these systems. Namibia is a model system for studying these processes and includes the Sossuvlei (Sand Sea) World Heritage Site. This seminar will prepare students for their overseas field experience in Namibia. The seminar will provide an introduction to desert biogeography and culture, using Namibia as a case study. During the seminar, students will each give two presentations on aspects of desert biogeography and ecology, specific organisms and their adaptations to arid environments, cultural adaptations of indigenous peoples and immigrants, ecological threats and conservation efforts, and/or national and international policy towards deserts. Additional assignments include a comprehensive dossier and a final exam. Students will also carry out background research for the presentations they will be giving during the field seminar where access to the internet and to other scholarly resources will be limited. In addition, we will cover logistics, health and safety, cultural sensitivity, geography, and politics. We will deal with post-field issues such as reverse culture shock, and ways in which participants can consolidate and build up their abroad experiences after they return to campus. Same as: EARTHSYS 115N

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.nnAll 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 122F. Histories of Race in Science and Medicine at Home and Abroad. 4 Units.

This course has as its primary objective, the historical study of the intersection of race, science and medicine in the US and abroad with an emphasis on Africa and its Diasporas in the US. By drawing on literature from history, science and technology studies, sociology and other related disciplines, the course will consider the sociological and cultural concept of race and its usefulness as an analytical category. The course will explore how the study of race became its own science in the late-Enlightenment era, the history of eugenics—a science of race aimed at the ostensible betterment of the overall population through the systematic killing or "letting die" of humanity "undesirable" parts, discuss how the ideology of pseudo-scientific racism underpinned the health policies of the French and British Empires in Africa, explore the fraught relationship between race and medicine in the US, discuss how biological notions of race have quietly slipped back into scientific projects in the 21st century and explore how various social justice advocates and scholars have resisted the scientific racisms of the present and future and/or proposed new paths towards a more equitable and accessible science.

Same as: AFRICAAM 122F, CSRE 122F, HISTORY 248D

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

This course aims to equip students with an understanding of the cultural, social, and political aspects at play in the literatures of Francophone Africa and the Caribbean of the 20th and 21st century. Our primary readings will be Francophone novels and poetry. We will also read some theoretical texts. 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 genres, and terms. Students can expect to work on their production of written and spoken French, in addition to reading comprehension. Special guest: Moroccan author Meryem Alaoui. Required readings include: Aime Cesaire, Maryse Condé, Fatou Diome, Dany Laferriere, Leonora Miano, Albert Memmi. Taught in French.

Prerequisite: FRENLANG 124 or consent of instructor.

Same as: AFRICAAM 133, COMPLIT 133A, COMPLIT 233A, CSRE 133E, 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 82 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 traditions, and the 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 into 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 technopolitical economy of research training and education, various forms of knowledge 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 CDDRBL 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 146M. New Keywords in African Sound. 3-4 Units.
This course identifies and considers new keywords for the study of contemporary African music and sound. Each week we will foster discussion around a keyword and a constellation of case studies. The sonic practices we will encounter range from South African house music to Congolese rumba bands; from Tanzanian homestead to making hip hop music videos on the Kenyan coast. By exploring the unexpected interconnections between contemporary African musical communities, we will discuss new keywords arising in current scholarship, including technologies like the amplifier and the hard drive, spaces like the studio and the city, and analytics like pleasure and hotness. We will also engage with established concepts for the study of postcolonial African cultures, including nationalism, cosmopolitanism, globalization, diaspora, and Pan-Africanism. This is a seminar-based course open to graduate students, upper level undergraduate students, and other students with consent of the instructor. Proficiency in music is not required. WIM at 4 units only.
Same as: AFRICAAM 146D, CSRE 146D, MUSIC 146M, MUSIC 246M

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 195. Shifting Frames. 1-2 Unit.
This is a student driven, dialogue based, and intellectual community focused course. We will explore and challenge the taken-for-granted framing of key African issues and debates. Engagement with discussion leaders drawing on their own research and case studies from across the African continent will guide us across shifting terrain. This course centers the scholarship and voices of African students. Topics include: Afropolitanism, Brain Drain/ Gain, Education, Leadership, Global Health, AI Application in Africa, Economic Development, Industrial Policy, LGBTQI Rights, Gender and Sexuality.

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. 3-5 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 independence era leaders. Amidst the general critique of the imposition of external values and rules, Africans have differed, sometimes sharply, on priorities, process, and programs. While for some the challenge is to catch up with development elsewhere, for others it is essential to leap ahead, to set the pace, to initiate a radical social, economic, and political transformation. To ground and extend the common approaches to studying development that emphasize economics and that rely largely on external commentators, we will explore African perspectives. Our major task will be a broad overview, sampling the analyses of African intellectuals in several domains. Course participants will review, compare, and analyze major contributions, developing an understanding of contemporary intellectual currents.
Same as: AFRICAST 109

AFRICAST 211. Education for All? The Global and Local in Public Policy Making in Africa. 3-5 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 non-governmental organizations to promote education. Case studies of crowded and poorly equipped schools, overburdened and underprepared teachers, and underfunded education systems.
Same as: AFRICAAM 211, AFRICAST 111

AFRICAST 212. AIDS, Literacy, and Land: Foreign Aid and Development in Africa. 3-5 Units.
Foreign aid can help Africa, say the advocates. Certainly not, say the critics. Is foreign aid a solution? or a problem? Should there be more aid, less aid, or none at all? Africa has developed imaginative and innovative approaches in many sectors. At the same time, many African countries have become increasingly dependent on foreign aid. How do foreign aid and local initiatives intersect? We will examine several contentious issues in contemporary Africa, exploring roots, contested analyses, and proposed solutions, examining 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.nnAll 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. Taught in 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 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 82 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 court 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 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 CDRRL 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 248. Religion, Radicalization and Media in Africa since 1945. 4-5 Units.
What are the paths to religious radicalization, and what role have media-new and old- played in these conversion journeys? We examine how Pentecostal Christians and Reformist Muslims in countries such as South Africa, Nigeria, Sudan, and Ethiopia have used multiple media forms- newspapers, cell phones, TV, radio, and the internet- to gain new converts, contest the authority of colonial and post-colonial states, construct transnational communities, and position themselves as key political players.
Same as: AFRICAST 348, HISTORY 248, HISTORY 348, RELIGST 230X, RELIGST 330X

AFRICAST 249. Bodies, Technologies, and Natures in Africa. 4-5 Units.
This interdisciplinary course explores how modern African histories, bodies, and natures have been entangled with technological activities. Viewing Africans as experts and innovators, we consider how technologies have mediated, represented, or performed power in African societies. Topics include infrastructure, extraction, medicine, weapons, communications, sanitation, and more. Themes woven through the course include citizenship, mobility, labor, bricolage, informal economies, and technopolitical geographies, among others. Readings draw from history, anthropology, geography, and social/cultural theory.
Same as: ANTHRO 348B, HISTORY 349

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 302. Research Workshop. 1 Unit.
Required for African Studies master's students. Student presentations.

AFRICAST 303E. Infrastructure & Power in the Global South. 4-5 Units.
In the last decade, the field of infrastructure studies has entered into conversation with area studies, post/colonial studies, and other scholarship on the "Global South." These intersections have produced dramatic new understandings of what "infrastructures" are, and how to analyze them as conduits of social and political power. This course offers a graduate-level introduction to this recent scholarship, drawing primarily on works from history, anthropology, geography, and architecture.
Same as: ANTHRO 303E, HISTORY 303E

AFRICAST 348. Religion, Radicalization and Media in Africa since 1945. 4-5 Units.
What are the paths to religious radicalization, and what role have media-new and old- played in these conversion journeys? We examine how Pentecostal Christians and Reformist Muslims in countries such as South Africa, Nigeria, Sudan, and Ethiopia have used multiple media forms- newspapers, cell phones, TV, radio, and the internet- to gain new converts, contest the authority of colonial and post-colonial states, construct transnational communities, and position themselves as key political players.
Same as: AFRICAST 248, HISTORY 248, HISTORY 348, RELIGST 230X, RELIGST 330X

AFRICAST 358. Egypt in the Age of Heresy. 3-5 Units.
Perhaps the most controversial era in ancient Egyptian history, the Amarna period (c.1350-1334 BCE) was marked by great sociocultural transformation, notably the introduction of a new 'religion' (often considered the world’s first form of monotheism), the construction of a new royal city, and radical departures in artistic and architectural styles. This course will introduce archaeological and textual sources of ancient Egypt, investigating topics such as theological promotion, projections of power, social structure, urban design, interregional diplomacy, and historical legacy during the inception, height, and aftermath of this highly enigmatic period. Students with or without prior background are equally encouraged.
Same as: AFRICAAM 58A, ARCHLGY 58, CLASSICS 58
AFRICAST 801. TGR Project. 0 Units.