

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 (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=AFRICAST&filter-catalognumber=AFRICAST=on>).

The Center for African Studies coordinates an interdisciplinary minor in African Studies for undergraduates. 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 and Swahili, 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, Twi, and Yoruba.

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/schoolofhumanitiesandsciences/anthropology/>), History (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/history/>), Political Science (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/politicalscience/>), and Sociology (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/sociology/>), and in the School of Education (<http://exploreddegrees.stanford.edu/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/schoolofeducation/#masterstext>) also permit students to specialize in African Studies.

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

COVID-19-Related Degree Requirement Changes

For information on how the Global Studies with African Studies Specialization minor requirements have been affected by the pandemic, see the "COVID-19 Policies tab (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/sgs/#covid19policiestext>)" in the "Stanford Global Studies" section of this bulletin. For University-wide policy changes related to the pandemic, see the "COVID-19 and Academic Continuity (<http://exploreddegrees.stanford.edu/covid-19-policy-changes/>)" section of this bulletin.

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 AxBSS (<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>, Associate Director for the Center for African Studies.
2. Declare the Global Studies minor and subplan in AxBSS (<http://axess.stanford.edu>).

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

A total of 28 units which include the following:

1. GLOBAL 101 Critical Issues in Global Affairs (3 units)
2. A minimum of 25 units of Africa-related courses. Students may not double-count courses for completing major and minor requirements. Coursework must be letter-graded, except where letter grades are not offered.
3. At least one quarter's exposure to a sub-Saharan African language. The Center for African Studies (p. 1) and the Special Languages Program of the Language Center (<http://exploreddegrees.stanford.edu/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. Students may work with the subplan advisor to develop a capstone project to count towards the unit fulfillment of the minor. Projects may include (but are not limited to):

1. Research with units through directed reading under the supervision of the subplan advisor.

- Research may take place at Stanford or during a relevant study abroad program, and options may include regional fieldwork, creative arts projects, short films, etc.

2. Advanced language study beyond the subplan minimum requirement with units through directed reading under the supervision of the subplan advisor.

- Intensive language training may take place at Stanford, off-campus, or overseas.

Students may propose other projects related to their subplan.

Course List

For a representative, rather than comprehensive, list of courses that count towards the minor, see the Related Courses (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/sgs/#african-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		Units
AFRICAST 111	Education for All? The Global and Local in Public Policy Making in Africa	3-5

AFRICAST 112	AIDS, Literacy, and Land: Foreign Aid and Development in Africa	3-5
AFRICAST 113V	Freedom in Chains: Black Slavery in the Atlantic, 1400s-1800s	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 195	Shifting Frames	1-2
AFRICAST 300	Contemporary Issues in African Studies	1
Related Courses		
AFRICAST 114N	Desert Biogeography of Namibia Prefield Seminar	3
AFRICAST 119	Novel Perspectives on South Africa	2-3
AFRICAST 122F	Histories of Race in Science and Medicine at Home and Abroad	4
AFRICAST 199	Independent Study or Directed Reading	1-5
AFRICAST 220E	Renaissance Africa	3-5
AFRICAST 235	Designing Research-Based Interventions to Solve Global Health Problems	3-4
AFRICAST 249	Bodies, Technologies, and Natures in Africa	4-5
ANTHRO 1	Introduction to Cultural and Social Anthropology	3-5
ANTHRO 41	Genes and Identity	4
COMPLIT 121	Poems, Poetry, Worlds	5
ECON 118	Development Economics	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 146	History of Humanitarian Aid in sub-Saharan Africa	4-5
HISTORY 238J	The European Scramble for Africa: Origins and Debates	4-5
OSPCPTWN 30	Introduction to Contemporary Issues in South Africa	2
OSPCPTWN 36	The Archaeology of Southern African Hunter Gatherers	4
OSPCPTWN 38	Genocide: African Experiences in Comparative Perspective	3-5
OSPCPTWN 55	Arts of Change	3
OSPCPTWN 67	ICT4D: An Introduction to the Use of ICTs for Development	3
OSPCPTWN 78	Postcolonial Modernist Art Movements in Africa	3
POLISCI 11N	The Rwandan Genocide	3
POLISCI 114D	Democracy, Development, and the Rule of Law	3-5
POLISCI 146A	African Politics	4-5
SURG 150	Politics, Culture, and Economics of Global Surgery	1-4
THINK 42	Thinking Through Africa: Perspectives on Health, Wealth, and Well-Being	4

Emeriti: David B. Abernethy, Ellen Jo Baron, John Baugh, Joan Bresnan, Joel Samoff, 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, Jean-Marie Apostolides, Joel Beinin, Shelley Goldman, Terry Lynn Karl, John Rickford

Director: Joel Cabrita

Professors: Michele Barry (Medicine), John Boothroyd (Microbiology and Immunology), James T. Campbell (History), Martin Carnoy (Education), William H. Durham (Anthropology), James Fearon (Political Science), James Ferguson (Anthropology), Gabrielle Hecht (History), Richard Klein (Anthropology), David Laitin (Political Science), Yvonne Maldonado (Pediatrics), Lynn Meskell (Anthropology), Julie Parsonnet (Medicine and Health Research and Policy), Richard Roberts (History) Oliver Fringer (Civil and Environmental Engineering) Liisa Malkki (Anthropology), Pascaline Dupas (Economics), Ato Quayson (English)

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), Duana Fullwiley (Anthropology), Grant Parker (Classics), Jeremy Weinstein (Political Science), Eran Bendavid (General Internal Medicine), Katherine Casey (Political Economy), Vaughn Rasberry (English),

Assistant Professors: Steven Press (History), Krish Seetah (Anthropology), Joel Cabrita (History), Fatoumata Seck (French and Italian)

Professor (Research): David Katzenstein (School of Medicine)

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: Byron Bland (Law), Jonathan Greenberg (Law), Samuel Mukoma (African and Middle Eastern Languages), Ramzi Salti (African and Middle Eastern Languages) Samuel Nkansah (Twi), Adeyinka Fashionkun (Yoroba), Gladys Ajelo (Igbo), Issayas Tesfamarian (Amharic)

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

Curators: Karen Fung (African Collection Curator, Green Library), 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>) (BOSP) manages Stanford international and domestic study away 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 BOSP 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>).

Due to COVID-19, all BOSP programs have been suspended for Autumn Quarter 2020-21. All courses and quarters of operation are subject to change.

		Units
OSPCPTWN 36	The Archaeology of Southern African Hunter Gatherers	4
OSPCPTWN 38	Genocide: African Experiences in Comparative Perspective	3-5
OSPCPTWN 45	Transitional Justice and Transformation Debates in South Africa	4
OSPCPTWN 55	Arts of Change	3
OSPCPTWN 67	ICT4D: An Introduction to the Use of ICTs for Development	3

Courses

AFRICAST 51N. Visible Bodies: Black Female Authors and the Politics of Publishing in Africa. 3-4 Units.

Where are the African female writers of the twentieth century and the present day? This Introductory Seminar addresses the critical problem of the marginalization of black female authors within established canons of modern African literature. We will explore, analyse and interrogate the reasons why, and the ways in which, women-authored bodies of work from this period continue to be lost, misplaced, forgotten, and ignored by a male-dominated and largely European/white publishing industry in the context of colonialism, apartheid and globalization. You will be introduced to key twentieth-century and more contemporary female authors from Africa, some of them published but many more unpublished or out-of-print. The class will look at the challenges these female authors faced in publishing, including how they navigated a hostile publishing industry and a lack of funding and intellectual support for black writers, especially female writers. We will also examine the strategies these writers used to mitigate their apparent marginality, including looking at how women self-published, how they used newspapers as publication venues, how they have increasingly turned to digital platforms, and how many sought international publishing networks outside of the African continent. As one of the primary assessments for the seminar, you will be asked to conceptualize and design an in-depth and imaginative pitch for a new publishing platform that specializes in African female authors. You will also have the opportunity for in-depth engagement (both in class and in one-on-one mentor sessions) with a range of leading pioneers in the field of publishing and literature in Africa. Figures like Ainehi Edoro (founder of Brittle Paper) and Zukiswa Wanner (prize-winning author of *The Madams and Men of the South*), amongst others, will be guests to our Zoom classroom. One of our industry specialists will meet with you to offer detailed feedback on your proposal for your imagined publishing platform. You can expect a roughly 50/50 division between synchronous and asynchronous learning, as well as plenty of opportunity to collaborate with peers in smaller settings. Same as: AFRICAAM 140N, ENGLISH 54N, HISTORY 41N

AFRICAST 58. 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 90. Black Earth Rising: Law and Society in Postcolonial Africa. 5 Units.

Is the International Criminal Court a neocolonial institution? Should African art in Western museums be returned? Why have anti-homosexuality laws emerged in many African countries? This course engages these questions, and more, to explore how Africans have grappled with the legacies of colonialism through law since independence. Reading court documents, listening to witness testimonies, analyzing legal codes, and watching cultural commentaries; including hit TV series *Black Earth Rising*; students will examine the histories of legal conflict in Africa and their implications for the present and future of African societies. This course fulfills the Social Inquiry and Engaging Diversity Ways requirements.
Same as: AFRICAAM 47S, HISTORY 47S

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 112. 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 212

AFRICAST 113V. Freedom in Chains: Black Slavery in the Atlantic, 1400s-1800s. 3-5 Units.

This course will focus on the history of slavery in the British, French, Spanish, Portuguese and Dutch Atlantic world(s), from the late 1400s to the 1800s. Its main focus will be on the experiences of enslaved Africans and their descendants. Between the sixteenth and nineteenth centuries, the Europeans forcibly embarked over 10 million Africans to the Americas. Drawing on methodologies used by historians, archaeologists and anthropologists, the course will reconstruct the daily lives and the socio-economic, cultural and political histories of these captives. We will seek to hear their voices by investigating a variety of historical testimonies and recent scholarship. The course will examine slavery in the context of broader trends in Atlantic World studies, a field that has grown considerably in recent years, providing new ways of understanding historical developments across national boundaries. We will seek to identify commonalities and differences across time periods and regions and the reasons for those differences. Covered topics will include slave ship voyages, labor, agency, the creation of new identities (creolization), religion, race, gender, resistance, legacies, and memory.
Same as: AFRICAAM 113V, CSRE 113V, HISTORY 205D

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 Heritable 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 115. Excavating Enslavement. 1-2 Unit.

This is a project-based course, intended to scaffold a joint initiative, *Aftermaths of Enslavement: curating legacies publicly*. Both course and project seek to better understand enslaved pasts by (a) curating materials that advance scholarly research, using technologies that maximize access and utility; and (b) by developing learning materials for schools and popular audiences by working with heritage professionals and teachers. The focus is on the Indian Ocean World, particularly the Cape (South Africa) and Mauritius, within global and comparative frameworks. Readings for each week will juxtapose Cape and other slave systems. Project partners and other guests will join individual sessions. Students unable to attend the sessions should contact the instructor to discuss asynchronous alternatives.
Same as: AFRICAST 215

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 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's "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 132. Literature and Society in Africa and the Caribbean. 4 Units.

This course provides students with an introductory survey of literature and cinema from Francophone Africa and the Caribbean in the 20th and 21st centuries. Students will be encouraged to consider the geographical, historical, and political connections between the Maghreb, the Caribbean, and Sub-Saharan Africa by reading course materials, completing writing assignments, participating in class activities, listening to contextualizing lectures, and conducting student-led presentations. This course will help students improve their ability to speak and write in French by introducing students to new academic registers, vocabulary, and syntax. While analyzing novels and films, students will be exposed to a diverse number of intersectional topics such as national and cultural identity, race and class, gender and sexuality, orality and textuality, transnationalism and migration, colonialism and decolonization, history and memory, and the politics of language. Readings include the works of writers and filmmakers such as Aimé Césaire, Albert Memmi, Assia Djebar, Dani Laferrière, Djibril Tamsir Niane, Fatou Diome, Leïla Sebbar, Léopold Senghor, Mariama Bâ, Maryse Condé, and Ousmane Sembène. Taught in French. Students are encouraged to complete FRENLANG 124 or to successfully test above this level through the Language Center.

Same as: AFRICAAM 133, COMPLIT 133A, COMPLIT 233A, CSRE 133E, FRENCH 133, JEWISHST 143

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, EPI 235, HUMBIO 26, MED 235

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 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 242, CSRE 142C, 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 Ghanaian honk horns; from Congolese rumba bands to Tunisian trance singers; from listening to the radio in a 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 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 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 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 215. Excavating Enslavement. 1-2 Unit.

This is a project-based course, intended to scaffold a joint initiative, *Aftermaths of Enslavement: curating legacies publicly*. Both course and project seek to better understand enslaved pasts by (a) curating materials that advance scholarly research, using technologies that maximize access and utility; and (b) by developing learning materials for schools and popular audiences by working with heritage professionals and teachers. The focus is on the Indian Ocean World, particularly the Cape (South Africa) and Mauritius, within global and comparative frameworks. Readings for each week will juxtapose Cape and other slave systems. Project partners and other guests will join individual sessions. Students unable to attend the sessions should contact the instructor to discuss asynchronous alternatives.

Same as: AFRICAST 115

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. 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, EPI 235, HUMBIO 26, MED 235

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, CSRE 142C, 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, in/formal 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 801. TGR Project. 0 Units.