



COURSE: **Course Title**
AFRI 4050/5050 African Feminisms

CROSS-LISTED AS: WGST4812/5901

TERM: Fall 2019

PRECLUSIONS:

CLASS: **Day & Time:** Mondays 2.35pm- 5.35pm
Room: 3220 River Building

INSTRUCTOR: Professor Shireen Hassim

CONTACT: **Office:** 1403 Dunton Tower
Office Hrs: Wednesdays 12:00noon – 2:00pm or by appointment
Telephone: 613-520-2600 extension
Email Shireen.Hassim@carleton.ca

I. **Course Description**

This course is an advanced introduction to the ways in which feminisms emerged in Africa as a set of theoretical interventions and as political practice. It examines the ways in which gender was understood as a marker of power – status, hierarchy as well as social capability – in different parts of Africa, and the ways in which gender operated as a system of distribution of resources, responsibilities and solidarities. African theories of gender and sexuality are explored in relation to colonialism, class and race. These intersecting forms of power have resulted in differences in the forms of feminism in different parts of the continent. Although the focus will be on texts from Anglophone Africa, variations across regions will also be explored. The course is historically grounded, and takes the approach that the genealogies of ideas have explanatory capacity.

By the end of the course, students will develop an understanding of the richness and complexity of African feminisms, and will be able to place African feminisms in conversation with feminisms in other parts of the world.

II. Course Schedule

September 9: Introduction to the course

Discussion of key themes and theoretical directions
Discussion of objectives and evaluation criteria

September 16: Problems in the field

Nzegwu, Nkiru, "Feminism and Africa: Impact and limits of the metaphysics of gender,"

<http://www.buala.org/en/to-read/feminism-and-africa-impact-and-limits-of-the-metaphysics-of-gender>

Awumbila, Mariama, 'Challenging contexts: Gender studies and geography in Anglophone African countries,' *Belgeo* 3, 2007:261-274

Josephine Beoku-Betts, "Western Perceptions of African Women in the 19th and Early 20th Centuries," in *Readings in Gender in Africa* edited by Andrea Cornwall (Indiana University Press, 2005), pp. 20-25.

Akosua Adomako Ampofo, Josephine Beoku-Betts, Wairimu Ngaruiya Njambi and Mary J. Osirim, "Women's and Gender Studies in English-Speaking Sub-Saharan Africa: A Review of Research in the Social Sciences," 2004

https://repository.brynmawr.edu/cgi/viewcontent.cgi?article=1006&context=soc_pubs

Azodo, Ada Uzoamaka, "Issues in African feminism: A syllabus," *Women's Studies Quarterly*, Vol.25, No. 3/4, 1997: 201-207

Nancy Rose Hunt, "Placing African Women's History and Locating Gender," *Social History*, Vol. 14, No. 3, pp. 359-379.

September 23: Is 'gender' African?

Oyewumi, Oyeronke. "Conceptualizing Gender: The Eurocentric Foundations of Feminist Concepts and the Challenge of African Epistemologies." *Jenda: A Journal of Culture and African Women Studies*. 2, no. 1 (2002). Accessed March 5, 2015. <http://www.jendajournal.com>.

Bakare-Yusuf, Bibi. "[Yorubas Don't do Gender](#). A critical review of Oyeronke Oyewumi's 'The Invention of Woman: Making an African sense of Western gender discourses'." *African Identities*. 1, No.1 (2003).

I. Amadiume 1987: Preface (p 1 - 10) in: I. Amadiume: *Male Daughters, Female Husbands*, Zed Books
Nnaemeka, Obioma "Mapping African Feminisms" in Obioma Nnaemeka (ed) 1998 *Sisterhood, Feminisms and Power: From Africa to the Diaspora*, Trenton, NJ: Africa World Press, pp.31-42.

Catherine Cole, Takyiwaa Manuh and Stephen Miescher, "Introduction: When Was Gender?" in *Africa After Gender?*, eds. C. Cole, T. Manuh, and S. Miescher, (2007), pp.1-14.

September 30: Colonialism as domestic intimacy

J. Allman, S. Geiger and N. Musisi, "Women in African Colonial Histories: An Introduction," in *Women in African Colonial Histories* (Bloomington: Indiana University Press, 2002), pp. 1-18.

Hansen, Karen Transberg, "Introduction: Domesticity in Africa," in *African Encounters with Domesticity*, Karen Transberg Hansen, ed. (Rutgers University Press, 1992), pp. 1-36.

Jean and John L. Comaroff, "Home-Made Hegemony: Modernity, Domesticity, and Colonialism in South Africa" in *African Encounters with Domesticity*, Karen Transberg Hansen, ed. (Rutgers University Press, 1992), pp. 37-74.

October 7: Reproductive control and sexualities

Stoler, Ann Laura. "Making Empire Respectable: The Politics of Race and Sexual Morality in Twentieth Century Colonial Cultures," *American Ethnologist* 16:4 (November 1989): 634-660.

Lynn M. Thomas, "Introduction," "Imperial Populations and 'Women's Affairs,'" and "Colonial Uplift and Girl-Midwives," in *Politics of the Womb; Women, Reproduction and the State in Kenya*, (Berkeley: University of California Press, 2003), pp. 1-78.

Marc Epprecht, "Sexuality, History, Africa" *American Historical Review*, Vol 114, No. 5 (Dec-2009), pp. 1258-1272.

Sylvia Tamale, "Introduction" and "Researching and Theorising Sexualities in Africa," in *African Sexualities: A Reader* (Capetown, Dakar, Nairobi and Oxford: Pambazuka Press, 2011), pp. 1-8

October 14: Intimate Resistances

BOOK REVIEW DUE!

Sylvia Tamale 2005: Eroticism, Sensuality and 'Women's Secrets' among the Baganda: A Critical Analysis, in: *Feminist Africa* 5, Cape Town, pp. 9-36.

Luise White, "Prostitution, Identity and Class Consciousness in Nairobi during World War II," *Signs*, Vol. 11, No. 2, (Winter, 1986), pp. 255-273.

Mark Hunter, "Providing Love: Sex and Exchange in Twentieth Century South Africa" in *Love in Africa*, eds. Jennifer Cole and Lynn Thomas (University of Chicago Press, 2009), pp. 135-156.

OCTOBER 21-25: UNIVERSITY BREAK

October 28: PRESENTATION OF ESSAY PROPOSALS

November 4: The allures and discontents of nation

McClintock, Anne (1993) Family Feuds, Gender, Nationalism and the Family. *Feminist Review*, No 44. Summer 1993: 62-80

Nira Yuval-Davis *Gender and Nation*. London: Sage, 1997. Chapter 1

Elisabeth Schmidt, "Emancipate Your Husbands! Women and Nationalism in Guinea, 1953-58," in *Women in African Colonial Histories*, (Bloomington: Indiana University Press, 2002), pp. 282-298.

Shireen Hassim, 2006, *Women's Organisations and Democracy in South Africa*, chapter 1, pp. 20-46

Aili Mari Tripp, "Women's Mobilization in Uganda: Nonracial Ideologies in European-African-Asian Encounters, 1945-1962." *The International Journal of African Historical Studies*, Vol. 34, No. 3 (2001), pp. 543-564.

November 11: Collective action

Van Allen, Judith, "Sitting on a man: colonialism and the lost institutions of Igbo women," *Canadian Journal of African Studies*, Vol 6(2): 165-181

Tripp, Aili Mari, Isabel Casimiro, Joy Kwesiga and Alice Mungwa, *African Women's Movements: Transforming Political Landscapes*, 2011 (Introduction)

Mikell, Gwendolyn, "African feminism towards a new politics of representation," *Feminist Studies* 21(2), 1995: 405-424

NOVEMBER 18: ESSAY WRITING (NO CLASS)

November 25: ESSAYS DUE!

November 25: Rights, equality and the state

Tamale, Sylvia *When Hens Begin to Crow: Gender and Parliamentary Politics in Uganda*, (Westview Press, 2000), chapter 1.

Hassim, Shireen "Perverse consequences? The impact of quotas for women on democratization in Africa," in Ian Shapiro, Sisan C. Stokes, Elisabeth Jean Wood and Alexander Kirshner (eds.) *Political Representation*, Cambridge: Cambridge University Press. 2009.

Bauer, Gretchen, "'A Lot of Head Wraps': African Contributions to the Third Wave of Electoral Gender Quotas." *Politics, Groups and Identities*, 2016. 4(2): 196-213.

Tripp, Aili, "Women's mobilisation for legislative political representation in Africa," *Review of African Political Economy*, 43 (149) 2016: 382-399.

December 2: Violence: public and private

Amina Mama, "Sheroes and Villians: Conceptualising Colonial and Contemporary Violence Against Women in Africa", in Alexander and Mohanty (eds). *Feminist Genealogies, Colonial Legacies Democratic Future*. New York: Routledge, 1997.

Gqola, Pumla Dineo, "How the 'cult of femininity' and violent masculinities support endemic gender based violence in contemporary South Africa," *Agenda*,

Hassim, Shireen, "Violent modernity: Gender, race and bodies in contemporary South African politics" *Politikon*, Volume 41, No. 2, 2014: 1-16

Arnfred, Signe, "The power of pleasure: reconceptualizing sexualities," in Jane Bennett and Sylvia Tamale (eds.) *Research on Gender and Sexuality in African Contexts*, Dakar: CODESRIA, 2017.

III. Evaluation:

Seminar participation **10%**

Students are expected to prepare for class. You will be assessed on your presentation as well as on your general participation in discussion throughout the course.

Seminar presentation **15%**

Each student will prepare to lead one class discussion. This will include a short written intervention (2-3 pages), circulated to the class 24 hours before the presentation.

Book Review **15%**

Prepare a 2-3 page critical analytical response to any book relevant to the course. Please discuss your selection with me first. Your response should address the book's core argument, supporting evidence and should provide a critical assessment of the significance and validity of the argument. Due date October 14.

Presentation of proposal for essay **10%**

Each student will present an idea/ concept note for an essay on October 28. This will be a two-three page exposition of the core question that is being addressed and a bibliography. The concept note must

be circulated to the class by noon on October 27.

Essay

50%

This major assignment should be a critical examination of a topic addressed in this course. The essay must demonstrate critical thinking, the ability to assess different texts in a coherent analysis, and be well written and formally referenced. The essay must be between 8-10 pages Times New Roman font size 12 double-spaced, and is due on November 25 2019.

Course Assessment

ASSIGNMENT	WEIGHT	DATE DUE
Seminar participation	10%	Continuous assessment
Seminar presentation	15%	Sign up at first class for date
Book Review	15%	October 14
Essay proposal	10%	October 27
Essay	50%	November 25
Total	100%	

REGULATIONS COMMON TO ALL AFRICAN STUDIES COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and

- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. No academic credit
W	Withdrawn from the course
ABS	Absent from the final examination
DEF	Official deferral (see "Petitions to Defer")
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 30, 2019: Last day for a full fee adjustment when withdrawing from fall and fall/winter (full year) courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

December 6, 2019: Last day for academic withdrawal from fall courses.

April 7, 2020: Last day for academic withdrawal from fall/winter (full year) courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES (613-520-2600, phone ext.)

Institute of African Studies (x2220) 439 Paterson Hall (PA)

Registrar's Office (x3500) 300 Tory

Student Academic Success Centre (x7850) 302 Tory

Paul Menton Centre (x6608) 500 Unicentre

Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back (3822) 4th flr. Library

Application for Graduation Deadlines

Spring Graduation (June): March 1

Fall Graduation (November): September 1

Winter Graduation (February): December 1