**University of Virginia**

**Department of Women, Gender, and Sexuality**

**Spring 2023**



**Professor Walsh WGS 4500**

**Levering Hall 202 New Cabell Hall 068**

**Office Hours: Tuesdays 6pm–7pm & by appointment Tuesdays, 3:30pm–6pm**

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**Gender Politics in Africa**

This course focuses on the ways structures, institutions, and discourse shape gender in sub-Saharan Africa. It begins with the highly contested topics of pre-colonial gender relations and what gender means in Africa. Next, we turn to the colonial era, tackling themes such as white misperceptions of the Black body and the ways in which sex and gender were at the heart of the colonial state and national liberation movements. After independence, African women organized, moved into formal politics, and even brokered an end to violent conflicts, the third section of the course. Dramatic political transformations like these raised hopes that violence would diminish. The fourth section of the course explains why these hopes have yet to be realized, assessing  gender-based violence and homophobia. Despite the odds against them, African feminists and queer theorists remain undaunted. In the final section of the course we consider their inspiring vision for the future that reaches beyond the continent and calls each one of us to action.

**Course Requirements**

*Participation (20%)*

Student attendance, preparation, and active participation in class are required. The instructor takes attendance at the beginning of class and after break. Coming to class late or leaving early will count against your participation grade. Quality of participation matters; good questions count as much as answers. The instructor will grade participation two times during the semester (mid-term and finals).

This is not a lecture course. It is the responsibility of students to work together through reading assignments before class via discussion posts and during class discussions. Bring your questions, comments, and ideas to class.

All students should actively participate in small groups, presentation activities, and pair-share conversations. This counts toward your participation grade. If you are shy or uncomfortable asking a question in class, you have the additional option of doing a one-minute paper at the end of class.

*One-Minute Papers*

One-minute papers are not intended to replace active in-class contributions. Nor are they meant for students who routinely participate in class. If, however, a student is shy, they may occasionally choose to write a one-minute paper at the end of class. Students write these papers in *one minute* immediately after a class session ends and turn it in to the instructor.

A one-minute paper is a brief, few-sentence response to a class meeting in a students’ own words. Questions that a one-minute paper may answer are:

1. What is your main takeaway from our class today?
2. What was the most important thing you learned during this class?
3. What important question remains unanswered?

Here is an example of a one-minute paper in response to the first question for an introductory international relations course: “Today we studied the difference between realist and liberalist perspectives on the role of international organizations. My main takeaway is that realism presents a more pragmatic and pessimistic worldview compared to liberalism. For example, in explaining the lack of global cooperation on COVID-19, realism would emphasize the inefficiency of the WHO while liberalism would emphasize the need to strengthen institutions like WHO. I think a PVI in the global South approach to international organizations would emphasize that these two perspectives ignore how international organizations reproduce inequality.”

This excellent one-minute paper states the topic studied, what the student learned, provides an example that illustrates the key concepts discussed in class, and indicates the student’s point of view. Only excellent one-minute papers will be counted toward a student’s participation grade.

*Presentations (15%)*

Students will sign up for a 15-minute presentation. The instructor will stop any presentation that goes beyond 20 minutes (not including the activity) unless the student has contacted the instructor prior to class detailing reasons for an exception.

Class sessions with presentation options are designated by an \* on the syllabus. Assume everyone has done the reading. The instructor may comment, ask questions, or otherwise interrupt the presentation to facilitate student learning. Do not assume this is a critique of the presentation (instructor interruptions and Q&A from the class do not count toward student presentation time).

Presentation requirements:

* Create a PowerPoint for the presentation.
* Introduce the day’s topic with 2–3 relevant background points of interest on one slide (e.g., something about the authors of the assigned readings or relevant historical background about the material).
* Present the key question and answer for each reading: 2 sentences maximum. Take the time to reflect on the question and its answer so students can write down the information and think about it.
* Select1–2 pieces of evidence that you think best support the author’s argument and summarize this evidence on one slide. Discuss *only one* of these examples during your presentation. Do *not* read quotes or long pages of notes. Instead, explain the ideas simply, in your own words. NB: Students often confuse the difference between reasons (explanations) and evidence. To avoid confusion, see slides 1–13 in [this helpful powerpoint](https://www.slideshare.net/srgeorgi/claims-evidence-explanation-54629000).
* Design an 8 to 10-minute class activity (e.g., a film clip with Q&A to follow, Kahoot, Jeopardy, etc.). Be sure to explain the purpose of the activity before doing it and to sum up your key take away points at the end. Students must not do the same activity that the previous presenters chose. Variety keeps our attention. You may include the activity at any point during your presentation. Presenters who do not include an activity fail the assignment.
* At the end of the presentation, include one slide with 2-3 questions for class discussion. Read them out loud and if time permits, presenters may explain why they are interested in these issues. Presenters are not required to lead discussion on these questions.
* Name your PowerPoint by the class number, e.g., Class 5.ppt, and post it before class on Collab >Discussions>Discussion Posts>PowerPoint Presentations>Post Your Presentation Here >Start a New Conversation> Title (type in the topic for the class session, e.g., Development)> Scroll down to Add Attachments>Post>

NB: Presenters are not expected to be experts on the material. Instead of answers to the questions students ask during the presentation, for example, presenters may pose suggested answers and/or invite discussion. The goal is not to be right or to impress the class with your knowledge, but to get the class thinking and engaged about important ideas in the reading.

*Discussion Posts (30%)*

* Students may ***not post*** on readings for which they are presenting.
* Each student will post an entry on Collab 6 times during the semester.
* Posts should be 600–700 words, address themes from the entire assignment for that day, include short quotes from the reading, and include critical thinking. Challenge a point, respond to a question, explain why your position is different, ask others what they think about a specific concept, argument, etc.
* Students must engage with the comments of those who posted before them and must raise a question for further discussion by those who post after them.
* Students may summarize concepts, arguments, or debates *that previous posts have not already addressed.* Do *not* repeat content that is already available in the post thread, except to build beyond it. This means that students must read what others who have already posted in the thread have written.
* Writing style matters. Be clear, concise, and respectful when disagreeing with others. This is classroom discussion online, not social media.
* Posts are due one hour before class. ***No late submissions accepted***.
* It is the student’s responsibility to make sure that they post 6 times total during the semester. Post at least 2 times *before* spring break but no more than 4 times**.** Count your posts to make sure you complete 6.
* The instructor will randomly select two completed posts to grade: one prior to spring break and another at the end of the semester.

To post:

* If you are the first to post for the class session: go to Collab >Discussions>Discussion Posts> [choose the topic for the week]>Start a new conversation (title the thread whatever you like)>Post to type your post in the box.
* If you are not the first to post for the class session, go to Collab>Discussions >Discussion Posts>Title of the thread > Reply >Post.
* All posts for each class session should be in one thread. ***Do not start a separate thread*.**

*Final Research Project Proposal (5%)*

Proposals should have a title for the project at the top of the page and immediately below that a one to two sentence question that the research project aims to answer. Pose a question that is contestable, provable, and specific. As you will seek evidence to answer your question, do not ask a question that you know the answer to before you write the paper. Do not tell me what you want to argue. Instead, ask a question that is puzzling to you so that you will learn something new.

The body of the proposal should include two paragraphs describing how your question relates to gender politics in Africa, why your question is important, which type of analysis or concepts from the course you will use, and what methods you will use to gather your evidence and analyze it. The proposal must also have a correctly formatted *annotated* bibliography with 3-5 outside sources and 1-2 relevant course readings. Students will do additional activities related to the final paper as detailed on the course outline. To prepare for these activities, students must read “Peer Review Do’s and Don’ts” on Collab>Writing Tips>Peer Review Do’s and Don’ts.

*Final Research Project (30%)*

Students are required to conduct independent research for this project, to use

primary sources, and to cite a minimum of 5 outside sources in addition to relevant course readings..

Projects may be a conventional research paper or something similarly substantive in content, such as an original website, podcast, or video, as approved by the instructor. Projects can be solely empirical or a combination of theory and empirics.

All projects must be analytical. Descriptive projects answer the questions “what?” “when?” “who?” Analytical projects link these descriptive questions to “why?” or “how?” questions. Descriptive projects are akin to a list of facts, people, events, or even ideas. Or they may retell what is already known. Instead, focus on asking an interesting question to which you do not know the answer and is not yet already answered in the existing literature. Make sure your question is narrow enough to answer in a research paper of 15-20 pages and go as deeply as you can into answering that question. The deeper the better.

Students must provide background information about their topic, but this should be brief (1-2 pages). Analyze your evidence critically and consider alternative explanations beyond your personal favorite. Use the evidence and your analysis to formulate your argument. Be certain that you state your argument clearly in the introduction to the paper. Briefly define key terms as they arise. Students should also discuss their concepts, methods, and analytical approach. In social science research papers, a discussion of the specific case or context, results, analysis, and conclusion are typical. This sequence may not fit all projects and is not required.

Final papers should be double-spaced, in 12-font, spell-checked, include page numbers, a title, and a bibliography. Citations and bibliography must consistently follow an established format of the student’s choice. Proof-read all written work. Complex ideas are best conveyed through simple language. Proper grammar, spelling and writing style convey professionalism and excellence. Include the honor code.

**Grading Scale**

All grading is done via Collab. Consult Collab for: the gradebook, grades, instructor comments on graded work. The grading thresholds used in this course are:

A+ =100, A=95, A-=90, B+=87, B=83, B-=80, C+=77; C=73, C-=70, D+=67, D=63, D-=60, F=0.

**Guidelines for participation, readings, and assignments**

Ask questions:

* What is the question the author asks in the book? That is, what is the core problem that the author addresses?
* What is the author’s claim? (How do they answer the question in #1?)
* What evidence does the author present to support their claim? What does this evidence tell us? Why is it important for the argument? Evidence is not the same thing as an assertion. Evidence provides data, anecdotes or examples to persuade readers that the claim is correct.
* What is your evaluation of the reading? Are you convinced? What questions or criticisms does the author’s argument or use of evidence raise in your mind?
* If there are problems or weaknesses in the argument, *what constructive solution might you offer for resolving the problem or strengthening the argument*? Instead of attacking the argument, think first about what evidence you would need for the claim to be convincing. Perhaps that evidence exists, and the author failed to use it. Perhaps it does not. If it does not, then pointing this out is a good way to disprove the author’s claim but does not invalidate the question. Or is the question the problem? If so, why?

**Guidelines for Class Participation**

Everyone in this course will feel uncomfortable and challenged at times as many of our readings address controversial themes, such as misogyny and racism. In a course like this, a trigger warning is appropriate for every reading. Consider this your warning. Note that the readings are not on the syllabus to affirm your views, make you feel safe, or because the instructor agrees with them, but because they contain important ideas worthy of classroom discussion.

If a reading or someone in the course makes a comment that offends you, remember that we are all learning and do your best to read or listen with respect. Be clear on the difference between offensive comments and ones that are abusive. If you are not, an excellent explanation is [here.](https://www.nytimes.com/2017/07/14/opinion/sunday/when-is-speech-violence.html?action=click&pgtype=Homepage&clickSource=story-heading&module=opinion-c-col-left-region&region=opinion-c-col-left-region&WT.nav=opinion-c-col-left-region&_r=0) If the comment is abusive, please alert the instructor immediately. If the comment is offensive, try the following: as the person is trying to develop an idea, focus most on the idea and honestly think about it. Be careful not to reject all of someone’s ideas because one or even several things that they write or say offends you. Instead, embrace this moment, as it is an opportunity to develop a [critique](http://eipcp.net/transversal/0806/butler/en/) and to learn. A productive critique would not only state, for example, that you disagree with someone because they fail to take racial differences among the people who they are discussing into account but would also explain how that failure undermines their argument and, even better, how taking differences into account would lead to a different argument and one that you are prepared to explain.

Lack of intellectual clarity is a legitimate criticism of an author; complaining that an author is difficult to understand or stating that you do not care for their writing style is not. If the assigned readings are challenging, highlight a concept or claim that you do not understand, explain what you think it may mean, and ask others for their views in a discussion post and in class. As this helps all of us learn it is an important contribution to your participation grade.

**Course Policies**

* Inform the class of the name you use, how to pronounce it correctly, and your pronouns. Reminders are most welcome and may be necessary as we meet only once a week.
* Face to face communication is best. Students should ask questions after class and during office hours. Anonymous questions, comments, and feedback on Collab are also welcome.
* No computers, cell phone, ipads, etc. are to be used during class. Students who do not comply with this policy will be instructed to leave the classroom and counted absent for the session.
* Free printing is available at: The Center for Diversity in Engineering, The Multicultural Student Center and Office of African American Affairs.
* Two absences are permitted with no questions asked. *Do not**contact the instructor to report an absence.* Do contact someone in the class for notes and to discuss what you missed. Do contact the instructor with specific questions about course content at any time during the semester. Students do not need an appointment to come to office hours. Zoom or phone appointments can be scheduled as needed.
* Four absences: contact your Association Dean who is your advocate. Your Association Dean must contact the instructor with general information regarding 4 class absences. No student who misses 4 or more classes *for any reason* will pass the course unless the student’s Association Dean contacts the instructor directly.
* To request an incomplete for the course you must meet the criteria in the College of Arts & Sciences form [here](http://college.as.virginia.edu/sites/college.as.virginia.edu/files/IncompleteFormandGuidelines.pdf). Note that a “solid attendance record” in this course means 3 or fewer absences unless the instructor has been notified by the student’s Association Dean about an exception. No exceptions to the incomplete form criteria will be permitted.
* No late discussion posts, proposals, or presentations are accepted. No substitutions, no exceptions.
* Late final research projects lose 3 points each day for the first two days. Later work will only be accepted as determined by the instructor.
* Students turn in all written work on Collab. Do *not* send assignments to the instructor in an email unless told to do so.
* Do not send the instructor an email with a question that is answered on the syllabus; no answer will be forthcoming. Consult other students as needed.
* Use [UVa Box](http://its.virginia.edu/box/gettingstarted.html) to backup work, it is secure, free, and syncs work as it is saved. No extensions for lost work due to problems such as a stolen or damaged computer will be granted as no work will be lost.
* Follow the guidelines on this syllabus for interaction with other students in written or verbal form. That includes peer review.
* Follow the [honor code.](https://honor.virginia.edu/) If you have a question about [plagiarism](http://www.virginia.edu/honor/wp-content/uploads/2012/09/PlagiarismSupplement2011.pdf), ask.
* For information about the instructor’s research, courses, advising, and letters of recommendation, please consult this [website.](https://denisewalsh.weebly.com/)

**Resources**

The best writing resource available to UVa students is the [UVa Writing Center.](https://virginia.mywconline.com/) Many college writing centers around the country have extensive online resources on writing and reading as well. Here is one example from [UNC](http://writingcenter.unc.edu/handouts/). The library also has [services available to all undergraduate students](https://www.library.virginia.edu/services/undergraduate-students/). The WGS department also has its own research librarian, Erin Pappas (erin.pappas@virginia.edu), who has compiled WGS [research](https://guides.lib.virginia.edu/womenstudies) guide. You can book an appointment with her [here](https://guides.lib.virginia.edu/prf.php?account_id=101698).

**Student Council Resources**

The Student Council provides an array of services for undergraduate students, including access to course materials for low-income and first-generation students, mental health care beyond CAPS, a food pantry, and legal services. Please see the full list available under the Syllabus Tab>Student Council Resources.

**Respect for the Learning Environment**

As stated in its official policy, “the University of Virginia is committed to providing a safe and non-discriminatory environment for all members of the University community.” The Department of Politics is committed to a classroom learning environment that is respectful to all students and open to a full range of viewpoints. If any student has a concern about the conduct of an instructor within or outside the classroom, they are welcome to raise this concern, with or without a chosen advisor or with any of the following [people (as indicated on the departmental website](https://wgs.as.virginia.edu/general-faculty)): the Director of Diversity and Inclusion, Director of Undergraduate Programs, or the Department Chair. The aim is to create a safe and confidential meeting environment. In cases that may involve a violation of the University’s [policies on sexual or gender-based harassment](https://eocr.virginia.edu/appendixb), students should be aware of reporting procedures and requirements (set out under Federal Law and known as Title IX).

**Harassment, Hate Crimes, Violence**

If you or someone you know is struggling with [gender, sexual, or domestic violence](http://www.virginia.edu/sexualviolence/get_help_now.pdf), or is a target of a hate crime, there are many community and University of Virginia resources available including [Just Report It](https://justreportit.virginia.edu/), [The Office of the Dean of Students](http://www.virginia.edu/sexualviolence/): 434- 924-7133 (after hours and weekends 434-924-7166 for the University Police Department; ask them to refer the issue to the Dean on Call), the [UVA Women's Center](http://womenscenter.virginia.edu/counseling/): 435-982-2361, [Sexual Assault Resources Agency](http://saracville.org/survivor-services/) (SARA) hotline: 434-977-7273 (24/7), [Shelter for Help in Emergency](http://www.shelterforhelpinemergency.org/contact-us/) (SHE) hotline: 434-293-8509 (24/7). If you prefer to speak anonymously and confidentially over the phone to UVa student volunteers, call [Madison House's HELP Line](http://www.madisonhouse.org/overview-helpline/)(24/7): 434-295-8255.

**Learning or Other Disability**

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the [Student Disability Access Center](https://studenthealth.virginia.edu/sdac) as soon as possible, and at least two to three weeks before any assignments are due. Please be sure that necessary accommodations are properly documented by the SDAC. The instructor will be happy to make whatever accommodations students need to be successful in the course. Be sure to provide the instructor with enough notice to make appropriate arrangements.

**Required readings**

All the readings are available either as ebooks on Virgo or posted on Collab.

The one exception is: Carol A. B. Warren and Tracy Xavia Karner, 2010, *Discovering Qualitative Methods: Field Research, Interviews, and Analysis*, Oxford University Press. Only one of several chapters is available on Collab. Students will need this book in preparation for the final research paper. Any edition is fine; copies under $5 are available online.

Students who prefer print rather than electronic copies may purchase any of the following books (listed in the order we will use them):

1. Dorothy L. Hodgson, 2017, *Gender, Justice and the Problem of Culture: From Customary Law to Human Rights in Tanzania*, Bloomington: Indiana University Press: Introduction, Ch. 1 and Ch. 2.
2. Aili Mari Tripp, Isabel Casimiro, Joy Kwesiga and Alice Mungwa, 2008, *African Women’s Movements: Changing Political Landscapes*, New York: Cambridge University Press: 1,2,3,4,5, and 6.
3. Holly Porter, 2017, *After Rape: Violence, Justice, and Social Harmony in Uganda*, Cambridge University Press: 1,2,3, and 4.
4. Melanie Judge, 2017, *Blackwashing Homophobia: Violence and the Politics of Sexuality, Gender and Race*, Routledge: Introduction and Ch. 2.
5. Ashley Currier, 2019, *Politicizing Sex in Contemporary Africa: Homophobia in Malawi*, New York: Cambridge University Press: Intro and Ch. 3.

**Recommended Background Reading.**

This is a multidisplinary course that draws on research from women, gender and sexuality studies; African studies; comparative politics; anthropology; and sociology. For students unfamiliar with some of these themes, the following sources may be helpful:

Sub-saharan African politics:

Goran Hyden, 2013, *African Politics in Comparative Perspective*, Cambridge Unitersity Press. (ebook).

Ian Taylor, 2018, *African Politics: A Very Short Introduction*, Oxford University Press (ebook).

Feminism and the state:

Veronique Mottier, 2004, “[Feminism and Gender Theory: The Return of the State](https://omnilogos.com/feminism-and-gender-theory-return-of-state/),” Gerald Gaus and Chandran Kukathas eds*. Handbook of Political Theory*, Sage: 277-288.

Johanna Kantola, 2004, *Feminists Theorize the State*, Baskingstoke: Palgrave Macmillan (collab).

Queer theory and the state:

Samuel Clowes Huneke, “[Toward a Queer Theory of the State](https://thepointmag.com/politics/toward-a-queer-theory-of-the-state/),” *The Point*, July 26, 2022.

Lisa Duggan, 1994, “Queering the State,” *Social Text* 39:1-14 (collab).

Women and African History:

Kathleen Sheldon, 2016, *Historical Dictionary of Women in Sub-Saharan Africa*, Lanham, MD:

Rowman & Littlefield (ebook).

**Course Outline**

***Part I: Sex and Gender are History***

**January 24(Class 1): Gender and Early African History**

*How should we study Africa? How does Early African History affect our understanding of gender in Africa?*

We will meet for most of the schedule class time today. Please come prepared to discuss the assigned readings.

Introductions, discussion of syllabus, assignments, course goals.

Browse [Ok Africa](http://www.okayafrica.com/) and watch [Radi-Aid](http://www.youtube.com/watch?v=q5opSsAYQ3khttp://www.youtube.com/watch?v=q5opSsAYQ3k)

Amina Mama, 2006, “Is it Ethical to Study Africa?” *African Studies Review* 50 (1): 1-26 (collab).

Fekri Hassan, 1998, “Toward an Archaeology of Gender in Africa,” in Kent: 261-278 (collab).

Simon Hall, 1998, “A Consideration of Gender Relations in the Late Iron Age ‘Sotho’ Sequence of the Western Highveld, South Africa,” in Susan Kent ed., G*ender in African Prehistory*, Walnut Creek, CA: Alta Mira Press: 235-258 (collab).

**January 31(Class 2): Colonialism, Women’s Power and Gender**

*How did colonialism affect women’s power in Africa? Why?**Does gender exist in Africa?*

Judith Van Allen, 1972, “’Sitting on a man’: Colonialism and the Lost Political Institutions of Igbo Women," *Canadian Journal of African Studies* 6 (2): 165- 181 (collab).

### Nwando Achebe, 2003, “’And She Became a Man’: King Ahebi Ugbabe in the History of Enugu-Exike, Northern Igboland, 1880-1948,” in Lisa Lindsay and Stephan Miescher eds., *Men and Masculinities in Modern Africa,* Portsmouth: Heineman, pp. 52-68 (collab).

Oyeronke Oyewumi, 1997, *The Invention of Women: Making African Sense of Gender Discourse*, Minneapolis: University of Minnesota Press, Ch. 2 (collab).

Igor Kopytoff, 2005, “Women’s Roles and Existential Identities,” in Oyeronke Oyewumi ed., *African Gender Studies: A Reader,* New York: Palgrave Macmillian, pp. 127-144 (collab).

**February 1/2: Last day to add/drop a course**

**February 7(Class 3): Colonial (Mis)Perceptions of African Bodies, Sex, and Marriage\***

*How and why did European colonizers invent so many systems of oppression in Africa?*

Arthur F. Saint-Aubin, 2005, “A Grammar of Black Masculinity: A Body of Science,” in Lahoucine Ouzgane and Robert Morrell eds., *African Masculinities: Men in Africa from the Late Nineteenth Century to the Present*, New York/Scottsville: Palgrave/University of KwaZulu-Natal Press: 23-42 (collab).

J. Pape, 1990, “Black and White: The ‘Perils of Sex’ in Colonial Zimbabwe*,” Journal of Southern African Studies* 16 (4): 699-720 (collab).

Anne McClintock, 1995, *Imperial Leather,* Routledge: Introduction (collab).

T.J. Tallie, 2013, “Queering Natal: Settler Logics and the Disruptive Challenge of Zulu Polygamy,” *GLQ* 19(2): 167-189 (collab).

***Part II. Nations, States and Law***

**February 14(Class 4): Gender, State Formation and Nationalism\***

*How and why did colonialism gender the state in Africa? How do African states create and maintain gender inequalities? How are African nations gendered?*

Margot Lovett, 1990, “Gender Relations, Class Formation, and the Colonial State in Africa,” in Jane L. Parpart and Kathleen A. Staudt, eds., *Women and the State in Africa,* Boulder: Lynne Rienner Publishers, pp. 23-46 (collab).

Jane L. Parpart, 1990, “Women and the State in Africa,” in *The Precarious Balance: State and Society in Africa*, Boulder and London: Westview Press, pp. 208-230 (collab).

Linzi Manicom, 1992, “Ruling Relations: Rethinking State and Gender in South African History,” *Journal of African History* 33 (3): 441-65 (collab).

Deborah Posel, 2005, “Sex, Death and the Fate of the Nation: Reflections on the Politicization of Sexuality in Post-Apartheid South Africa,” Africa: Journal of the International African Institute 75(2): 125-153 (collab)

S.M. Rodriguez, 2019, *The Economies of Queer Inclusion: Transnational Organizing for LGBTI*

*Rights in Uganda.* Lexington Books: Introduction (collab).

A group of people in a car

Description automatically generated with medium confidence

**February 21(Class 5): National Liberation Movements\***

*How were national liberation struggles gendered? How did armed struggle transform gender relations? What were the long term results?*

Susan Geiger, 1996, “Tanganyikan Nationalism as ‘Women’s Work’: Life Histories, Collective Biography and Changing Historiography,” *The Journal of African History* 37 (3): 465-478 (collab).

Elizabeth Schmidt, 2002, “’Emancipate Your Husbands!’ Women and Nationalism in Guinea, 1953-1958,” in Jean Allman, Susan Geiger and Nakanyike Musisi eds., *Women in African Colonial Histories*, Bloomington: Indiana University Press: 283-304 (collab).

“You have Struck A Rock,” Women in the Struggle Against Apartheid. Film (available on Virgo).

Luise White, 1990, “Separating the Men from the Boys: Constructions of Gender, Sexuality, and Terrorism in Central Kenya, 1939-1959,” *The International Journal of African Historical Studies* 23 (1): 1-25 (collab)

Patricia Campbell, 2005, “Gender and Post-Conflict Civil Society,” *International Feminist Journal of Politics*, 7 (3): 377-399 (collab).

**February 28(Class 6): Customary Law\***

*What is customary law and where did it come from? How do it legacies continue to have gendered effects in the post-colonial era?*

Dorothy L. Hodgson, 2017, *Gender, Justice and the Problem of Culture: From Customary Law to Human Rights in Tanzania*, Bloomington: Indiana University Press: Introduction, Ch. 1 and Ch. 2 (collab).

Aninka Classens and Sindiso Mnisi, 2009, “Rural Women Redefining Land Rights in the Context of Living Customary Law,” *South African Journal on Human Rights* 25(3): 491-516 (collab).

**\*March 7: Spring Break\***

***Part III. Political Activism***

**March 14(Class 7): Gendered Movements\***

*Why have women’s movements and LGBTQ activism emerged in Africa? What factors shape their success?*

Aili Mari Tripp, Isabel Casimiro, Joy Kwesiga and Alice Mungwa, 2008, *African Women’s Movements: Changing Political Landscapes*, New York: Cambridge University Press: Ch. 3 and 4 (ebook).

Rama Sall Dieng, Toni Haasrup, and Alice J. Kang, 2023, “Centering Feminists and Feminism in Protests in Africa,” *Politics & Gender:* 1-4.

* Liv Tønnessen and Sami Al-Nagar, “Women Revolution, and Backlash: Igniting Feminist Mobilization in Sudan,” 1-6.
* Shireen Hassim, “How Jacob Zuma Revitalized Feminism in South Africa,” 1-5.
* Awino Okech, “Feminist Protest Action in Kenya: Lessons and Directions,” 1-5.
* Rose Ndengue, Atsem Atsem, and Vaeun Maveun, “#JusticePourMirabelle: The Resurgence of a Transnational Cameroonian Feminist Movement,” 1-5.
* Rama Sall Dieng, “From Yewwu Yewwi to #FreeSenegal: Class, Gender and Generational Dynamics of Radical Feminist Activism in Senegal,” 1-7.

Tamar Shefer, 2019, “Activist Performance and Performative Activism towards Intersectional Gender and Sexual Justice in Contemporary South Africa,” *International Sociology* *34* (4): 418–434 (collab).

*Recommended:*

“Radical African Feminist Movement Building”

<https://www.youtube.com/watch?v=zKvkLXI8ygk&ab_channel=BlackWomenRadicals>

**March 21 (Class 8): Women in Politics\***

*Do African women in politics advance women’s interests? Why or why not?*

Aili Mari Tripp, *et. al*., 2008, *African Women’s Movements:* Ch. 5 and 6 (ebook).

Niamh Gaynor, 2022, *Engendering Democracy In Africa: Women, Politics and Development*, Milton Park, Abingdon, Oxon: Routledge Taylor & Francis Group: Ch. 7 (ebook).

Marie E. Berry, 2018, *War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina*, Cambridge University Press: Ch. 4 (ebook).

**March 28 (Class 9): Women, Gender and Peacemaking**

*How do women in Africa promote peace and how is gender part of peacemaking? Proposal workshop.*

Jane Freedman, 2015, *Gender, Violence and Politics in the Democratic Republic of Congo*, Surrey: Ashgate Publishing Company, Ch. 4 (ebook).

Ladan Affi and Liv Tønnessen, 2022, “Conclusions: Women’s Peace Activism in Africa,” *Women and Peacebuilding in Africa*, edited by Ladan Affi, Liv Tønnessen, and Aili Mari Tripp, Boydell & Brewer: Ch. 7 (ebook).

Pray the Devil Back to Hell: <https://search.lib.virginia.edu/sources/uva_library/items/u7867326>

**For the second half of class:**

Brooke Ackerly and Jacqui True, 2010, *Doing Feminist Research in Political Science and Social Science*, Hampshire: Palgrave Macmillan: Ch. 2 and 4 (ebook).

Sylvia Tamale, 2011, “Researching and Theorising Sexualities in Africa,” in *African Sexualities*: A Reader. Ed. Sylvia Tamale. Cape Town: Pambazuka Press: 11-36 (collab).

Bring a draft proposal to class on a real piece of paper.

To draft your proposal, do the following:

1. Review the instructions for the final research project and proposal on the syllabus.
2. Read the above two readings on doing research, depending on your research topic.
3. Think about how to narrow your research topic (see Ackerly and True Ch. 3 for suggestions)
4. Write your research question following the advice of Ackerly and True, Ch. 4. Remember: a good research question is contestable, supportable, and specific.

For general advice browse this [site](http://owl.english.purdue.edu/owl/resource/587/1/).

1. Draft an initial paragraph following the instructions on the syllabus.
2. Start your bibliography and be sure to list readings from the course that you think may be helpful.

***Part IV. Gender-based Violence***

**This section of the course includes material about sexual violence, assault, hate crimes, etc. that may be upsetting or triggering.**

**April 4 (Class 10): Rape\***

*What does gender justice after rape look like and why is it so elusive?*

Holly Porter, 2017, *After Rape: Violence, Justice, and Social Harmony in Uganda*, Cambridge University Press: Ch. 1, 2, 3, 4 (ebook).

**April 11(Class 11): CLASS CANCELLED**

*Final Project Proposals Due on Collab at 6pm*

Be sure to choose methods that fit your research question and discuss them in your proposal. Draw from course readings where appropriate.

Carol A. B. Warren and Tracy Xavia Karner, 2010, *Discovering Qualitative Methods: Field Research, Interviews, and Analysis*, Oxford University Press.

* + Ch. 9 (collab) and the chapter(s) appropriate for your project.

Additional helpful resources depending on your project:

Textual analysis

* Severine Autesserre, 2012, “Dangerous Tales: Dominant Narratives on the Congo and their Unintended Consequences,” *African Affairs* 111 (43): 202-222 (collab).
* James Paul Gee and Michael Handford, 2012, *The Routledge Handbook of Discourse Analysis*, Taylor and Francis (ebook).

Comparative analysis

* Simmons, E. S., & Smith, N. R., 2021, *Rethinking comparison: Innovative methods for qualitative political research.* Cambridge University Press: Ch. 6 [pp. 119-121] (ebook).

Interviewing

* Shulamit Reinharz, 1992, “Feminist Interview Research,” Ch. 2 (collab).

Surveys:

* Herbert Asher, 2017, *Polling and the Public*, “Wording and Context of Questions” Ch. 3 (collab).
* Sunshine D. Hillygus, “The Practice of Survey Research: Changes and Challenges.” In Adam J. Berinsky, ed., 2016, *New Directions in Public Opinion*, 2nd edition, Ch. 2 (collab).

Quantitative analysis

* Catherine D’Ignazio and Lauren F. Klein, 2020, *Data Feminism*, The MIT Press: Introduction and Ch. 6 (ebook).

**April 18 (Class 12): Homophobia\***

*What is the source of homophobia in Africa? How do African states benefit from it?*

*What is blackwashing and how does it work?*

Ashley Currier, 2019, *Politicizing Sex in Contemporary Africa: Homophobia in Malawi*, New

York: Cambridge University Press: Intro and Ch. 3 (ebook).

Melanie Judge, 2017, *Blackwashing Homophobia: Violence and the Politics of Sexuality, Gender and Race*, Routledge: Introduction and Ch. 2 (ebook).

***Part V. Toward a Better Future***

**April 25(Class 13): African Feminisms and Queerying**

*What does it mean to be a feminist in Africa today? What does it mean to study sexualities “from”Africa and why does this matter?*

Chimamanda Ngozi Adiche, “We Should All Be Feminists,” [Tedx Talks.](https://www.youtube.com/watch?v=hg3umXU_qWc&ab_channel=TEDxTalks)

Patricia McFadden, 2018, "Contemporarity: Sufficiency in a Radical African Feminist Life,"

*Meridians: feminism, race, transnationalism* 17 (2): 415-431 (collab).

Sylvia Tamale, 2020, *Decolonization and Afro-Feminism*, Daraja Press: Ch. 4

Rachel Sponk and S.N. Nyeck, 2021, “Frontiers and Pioneers in (the study of) Queer Experiences in Africa: Introduction,” *Africa* 91(3): 388-97 (collab)

Thomas Hendriks, 2021, “‘Making Men Fall’: Queer Power Beyond Anti-normativity,” *Africa* 91(3): 398-417 (collab).

**May 2(Class 14): Mock Conference**

The instructor will use student research paper proposals to group papers with shared themes into panels for the last class.

All students will present a 5-minute powerpoint with the following content: research paper question, list of 4-5 big ideas in the literature related to the student’s topic, select evidence that answers the question, a tentative claim, and bibliography to date.

Presentations will proceed in a panel format comprised of 2 presenters each. Each panel will be followed by a 5-minute Q&A from the class. Bonus points on the research paper will be awarded to the two students with the best questions and feedback for the presenters.

**\*FINAL Projects due by May 12, 2023, at 6pm as an attached fiile on Collab\***