Instructor: Dr. Stephen Wooten  
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Pronouns: He, him, his  
Office Hours: Mondays 2-3:00 pm and Thursdays 9-10 am, or by appointment.

Graduate Employee (GE): Lina Lechlech, Email: llechlec@uoregon.edu, Office: 316 PLC, Office Hours: TBD;  
Pronouns: She/her/hers

Course Description:  
This course is designed to help you develop an informed perspective on how contemporary people on the African continent negotiate an important set of current challenges and opportunities. The class is conceived as a complement to more traditional “survey” type courses on Africa. Thus, rather than casting a wide net to cover a broad array of topics and contexts, we will engage a few, particularly significant case studies. However, the cases we explore certainly have broader resonance across the continent and – for that matter – across the globe.

We will examine in close detail: 1) the realities of youth, poverty and homelessness in South Africa; 2) the relationship between technology, ritual and friendship in Kenya; and 3) the local and global dimensions of women’s health challenges in Ethiopia.

In addition to providing a window into these key issues and themes in contemporary Africa, the course is designed to help you develop critical reading, writing, and oral presentation skills.

Texts: There are three required books for this course: Street Life Under A Roof: Youth Homelessness in South Africa by Emily Margaretten, Email from Ngeti: An Ethnography of Sorcery, Redemption, and Friendship in Global Africa by James Smith and Ngeti Mwandine, and Beyond Surgery: Injury, Healing, and Religion in an Ethiopian Hospital by Anita Hanning. These titles are available for purchase at the UO Bookstore and will be on reserve at Knight Library.

Class Format: Class sessions will center on close analysis and discussion of the issues and concepts raised in our readings. You are required to complete your assigned readings in advance of each class meeting and to play an active and engaged role in each class session.

Evaluation: Requirements include regular “minute papers” and a series of essay exams.

• Minute Papers  
At the beginning of each class you will complete a “minute paper” in which you will jot down at least one comment/observation you can make in class based on the day’s reading assignment. Your contribution should be specific (no “random musings” allowed) and something you could share if called on. The minute paper technique is an effective mechanism for helping students engage with readings and for facilitating their participation in class discussions. You will be rewarded well for taking this aspect of the course seriously – you will learn more and you can earn easy points toward your final grade! All papers will be collected at 10:10 am and late contributions in class will be down graded by 20 points. You may turn in one minute paper without being present in class, and you may miss one completely without penalty.
• Essay Exams
At the close of each case study you will write an essay format response to a set of focus questions. These questions will assess your understanding of key themes or concepts addressed in the case study. To do well on these assignments you will need to read each case study carefully, and to listen and contribute to our class discussions. In each essay you will need to provide an effective mixture of case specific subject matter and analysis.

• Grading
  Minute Papers (20%)
  Exams I, II, III and Final (80%)

Final grades will be assigned using a straight scale: e.g., 90-100 = A, 80-89 = B, etc. and pluses and minuses will be used where appropriate.

Policies:
• Missed Assignments
No make ups will be offered for exams EXCEPT in the case of a significant illness, injury, or family emergency. If you should run into one of these exceptional situations, you are required to notify me by email BEFORE the scheduled exam. We will discuss your situation and any possible accommodations that might be warranted.

• Attendance and Participation
In order to engage the assigned material thoroughly you must be present in class. Also, I expect you to contribute to our discussions on a regular basis. Your comments need not be extensive – but they need to be relevant and informed.

• Classroom Culture
In order to create and maintain a focused and productive learning environment we need to agree on some basic elements of classroom etiquette. Ideas for things to include?

____________________; _____________; __________________

• Cheating and Academic Dishonesty
All assignments in this class are designed to assess your individual knowledge and understanding of the material covered/presented in the course. Thus, cheating or plagiarism -- in any form -- will not be tolerated. The work you present must be entirely your own. Where appropriate, submissions will be evaluated for plagiarism using a standard software program. All individuals involved in an act of academic dishonesty will fail the course and will be reported to the proper University contacts as required. I do not expect to encounter any problems in this area, but I feel you should be forewarned.

• Diversity and Equity
The University is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the University to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community. If you should ever feel that we are falling short on this goal, please let me know or contact the Office of the Vice President for Equity & Inclusion (346-3175, 1 Johnson Hall).

• Accessible Education
If you have a condition that inhibits learning or evaluation under customary circumstances, please let me know. In addition, please request a letter from the Accessible Education Center (346-1155, 360 Oregon Hall) that
verifies your situation and states the accommodations that I can make. I will make any reasonable adjustments necessary to improve your learning environment.

• Basic Needs
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students Office (346-3216, 185 Oregon Hall) for support. Furthermore, if you are comfortable doing so, please let me know about your situation so I can help point you in the right direction for assistance. You can start here: https://blogs.uoregon.edu/basicneeds/.

CLASS OUTLINE AND SCHEDULE
(This program is subject to change depending on the extent of our case study discussions. We may move more quickly than expected or we may move more slowly. Remain informed and update this schedule as necessary.)

“Ethnographic Perspectives”
Oct 1: Syllabus
Oct 3: Mali and me

“Street Life”
Oct 8: Read/Cover: p. xi-42
Oct 10: Read/Cover: p. 43-92
Oct 15: Read/Cover: p. 93-147
Oct 17: Read/Cover: p. 148-180
Oct 22: Exam

“Email”
Oct 24: Read/Cover: p. ix-32
Oct 29: Read/Cover: 33-84
Oct 31: Read/Cover: p. 85-137
Nov 5: Read/Cover: p. 138-211
Nov 7: Exam

“Beyond Surgery”
Nov 12: Read/Cover: p. ix-30
Nov 14: Read/Cover: p. 31-92
Nov 19: Read/Cover: p. 93-148
Nov 21: Read/Cover: p. 149-208
Nov 26: Exam

“Gratitude”
Nov 28: Thanksgiving Break - NO CLASS

“Synthesis-Integration”
Dec 3: Independent assignment
Dec 5: Collective discussion/Exam prep

Final Exam due via upload to Canvas by 8:00 am on Monday, Dec 9 – the scheduled slot for our final exam.