

**AFST 352 Perspectives in African Studies: A Social Science Approach**

This course examines the histories of “Modern Africa,” itself a problematic idea, from 1800 to the present. We will explore themes of African societies and statecraft in the 19th century; colonial conquest, collaboration and resistance; the nature of the colonial state; cultures of gender, ethnicity and work under colonial rule; violent nationalisms, independence and colonial legacies; postcolonial conflict and the crisis of the state. While taking a comprehensive approach, particular attention will be paid to case studies drawn from Senegal, Nigeria, Algeria, Congo, Rwanda, Kenya and South Africa. History 315, Britain, 1750-1850

**University of British Columbia**  
African Studies Minor Program

AFST 352A: Perspectives in African Studies – A Social Science Approach

Course:	AFST 352A	Credits:	3
Term:	2 (spring) 2018	Date:	Jan. 3 – April 6, 2018
Location:	UBC, Vancouver	Bldg/Room:	Frederic Lassree Rm 107
Day:	Tuesdays/Thursday	Time:	3:30-5:00pm
Instructor:	Dr. Kofi Gbolonyo	E-mail:	<a href="mailto:jskofigbolonyo@yahoo.com">jskofigbolonyo@yahoo.com</a>
Office/Hours:	BUCH E166	Hours:	T/Th: 11-12 or by Appointment
TA:		E-mail:	

**COURSE DESCRIPTION**

This course (*seminar*) is designed to provide students with a critical social science perspective on the historical, political, economic, and cultural processes shaping the everyday lives of peoples in sub-Saharan Africa. In examining the interdisciplinary social science literature on sub-Saharan Africa, especially case studies by contemporary anthropologists and historians, students will be able to appreciate Africa's place in the world, and some of its problems and challenges. Students will also gain a sense of the despair and optimism that the people of Africa share about the continent's future. Through a discussion of the assigned readings, films and in-class group discussions and presentations, students will explore the analytical links between debatable topics such as gender, sexuality, kinship, ethnic relations, religion, performing arts, witchcraft and the impact of diseases and other life-threatening health problems, among others, as highlighted in studies of small-scale local communities and the wider historical and political contexts in which they are embedded, namely, colonialism and its legacy, racism, structural adjustment programs, globalization and neoliberalism.

The course is organized into two major sections. During the first half of the course, we will briefly review select films depicting images of or imagery of Africa, and the literature on "the invention of Africa"—how Africa has been "invented" and constructed in the western imagination. We will then examine how everyday African realities differ from the common stereotypes of the continent—visual and textual representations in journalistic accounts, policy papers and popular imagination, as "a dark continent" "a failed continent," "primitive" "traditional" "wild life and safaris," a place of seemingly insurmountable problems, poverty, corruption, famines, ethnic conflicts, genocides and internecine civil wars, health and disease. We then continue to discuss the subject of ethnic relations and examine some of the anthropological and historical literature on aspects of kinship, family, sexuality and the politics of reproductive health in sub-Saharan Africa. In the second half of the course, starting from the eighth week, we will focus much of our attention on discussing some of the major problems facing the peoples of sub-Saharan Africa. We will begin with political conflicts with focus on the 1994 genocide in Rwanda and its aftermath as a case study. In discussing the literature on the conflicts and the colonial roots of these contemporary crises, we will investigate what we can learn from a critical study of ethnic relations in Africa, particularly in Rwanda and neighboring countries—Burundi and Uganda. We will continue with discussions on the subject of witchcraft, sorcery and magic in Africa. We will review some of the anthropological and historical literature on the subject that has in recent years become emblematic of a resurgence of writing focusing on the witchcraft, the occult and modernity. This will enable us to segue into the related topics of the impact of structural adjustment, globalization and neoliberalism on the peoples of sub-Saharan Africa. Finally, we will discuss everyday life in post-Apartheid South Africa. We will briefly

review the literature on the Truth and Reconciliation Commission, “African Renaissance” and “Afro optimism” before undertaking a final review and summing up of the course material.

**Please note:** This course is a seminar and not a lecture. It involves a substantial amount of reading approximately (40-100 pages per week), in-depth in-class discussions, group work, presentation and writing. Everyone is expected to have read the week’s readings before class and to participate in class discussions.

## RESOURCES

### RECOMMENDED BOOKS AND ARTICLES

1. Ferguson, James. 2006. *Global Shadows: Africa in the Neoliberal World Order*. Duke University Press
2. Foley, E. Ellen. 2010. *Your Pocket is what Cures You: The Politics of Health in Senegal*. Rutgers University Press
3. Cooper, Frederick. 2002. *Africa since 1940: The Past of the Present (New Approaches to African History)*. Cambridge University Press
4. Khapoya, B Vincent. 2013. *The African Experience: An Introduction*. Upper Saddle River, NJ: Pearson Hall.
5. Fassin, Didier. 2007. *When Bodies Remember: Experiences and Politics of AIDS in South Africa (California Series in Public Anthropology)*. University of California Press; 1<sup>st</sup> edition
6. Smith, Daniel Jordan. 2014. *AIDS Doesn’t Show its Face. Inequality, Morality, and Social Change in Nigeria*. University of Chicago Press, Chicago.
7. Iliffe, John. 1995. “Colonial change, 1918-1950.” In *Africans: The History of a Continent*. Pp. 212-242. Cambridge: Cambridge University Press.
8. Bennett, Huw. 2013. *Fighting the Mau Mau: The British Army and Counter-Insurgency in the Kenya Emergency*. Cambridge. Cambridge University Press (Chapter 1 and Chapter 7).
9. Turner, Victor. 1967. “Muchona the Hornet, Interpreter of Religion (Chapter vi).” In *The Forest of Symbols: Aspects of Ndembu Ritual*. Pp. 131-150. Ithaca and London: Cornell University Press.

Additional readings (a list of related and relevant articles and chapters) may be provided in class and students will be conducting additional research in the library and on the internet. NOTE: Some relevant reading materials may be posted on connect/canvas.

Audiovisual Materials: Audiovisual recordings will be used in class as part of the course materials to illustrate and reinforce specific aspects of the course content. It may become necessary for students to watch some film/video documentaries on their own outside of class.

### GRADING GUIDELINE (Summary)

ITEM	DATE	% GRADE
Final Exam (Essay Format): .....	TBA by UBC/Take Home.....	40%
Mid Term Exam (Multiple/Short Ans.):	Tuesday, February 15.....	20%
Term Essay/Project: .....	On or Before Thursday, April 5.....	20%
Class Attendance & Participation*.....		20%

(\*Attendance, Class Discussion and any other assignment including proverbs, map work, etc = 10%; and Group Class Presentation = 10%)

**Total..... 100%**

**Your Final Grade** will be the total of your grades from Final Exam, a Mid-Term Exam, a Term Essay/Research Project (length 10-12 Pages, Typed, Double-Spaced, Times New Romans 12 Font Size, excluding endnotes and references cited with full bibliography (MLA or Chicago Style citations); topic chosen in consultation with the instructor) and Class Participation (regular attendance, group discussions, and group class presentations and any other assignment including proverb assignment). The due date for the project is on or before the date stated above. Please note that **THIS IS A FIRM DATE**. Guidelines for the project with examples are on UBC Connect/Canvas. A one-page (double-spaced) outline of your term essay/research project is due via email on or before **Thursday, March 15**. I will give my preliminary comments and suggestions on your proposed research project soon after you have handed in your outline. Please start early thinking about and to discuss the topic and ideas about your research project with me well in advance of actually writing the outline.

**DETAILS**

**Mid-Term Exam:** This will be an in class exam. The format will include true/false, multiple choice items, and short answer questions. A sample is on UBC Connect/Canvas.

**Final Exam:** This will be Essay Type of Questions and a Take Home Exam. You will be required to answer any two out of four essay questions worth 20 points each. Each essay should be 8-10 Pages, Typed, Double-Spaced, Times New Romans 12 Font Size, excluding endnotes and references cited with full bibliography (MLA or Chicago Style citations). *This Take Home Final Exam will be submitted on UBC Turnitin. An account would be created and the necessary information sent to all students.*

**Final Research Essay/Project Paper (People/Country/Personality Reflection and Synthesis Project):** Students will research and write a well-structured (from a social science approach/perspective) essay on the social organization of a cultural group, political economy of a country, or the life of a prominent personality in Africa’s history and politics (for example, Kwame Nkrumah, Nelson Mandela, Julius Nyerere, Jomo Kenyatta, Kenneth Kaunda, etc). This paper counts as 20% of the final grade. Please select your topic early and prepare and submit a preliminary outline of the paper—One page in length (typed, double-spaced)—by the due dates as stated above. Your research and writing should be a combination of materials we read and discuss during our seminar and from your own research works in the library and online. *Students are also free to choose their own topics outside of the suggested areas. The specific topic on which you will write the paper must be decided in consultation with me, the instructor.* The length of the paper should be 10-12- Pages, Typed, Double-Spaced, Times New Romans 12 Font Size, excluding endnotes and references cited with full bibliography (MLA or Chicago Style citations). Please, you may consult the following books to help in your writing: Zinsser William Knowlton (2001) *On Writing Well: An Informal Guide to Writing Nonfiction*. New York, New York: Harper Perennial; Michael Murphy’s *Writing Tools for Anthropology Students*; Jim Bindon’s *Rules for Writing a Research Paper*.

**Attendance, Discussion and Class Participation Responsibilities:** Attendance, participation in discussions, reading and group presentations are a big part of your final grade. They will **be** worth 20% of the final grade. *All students are expected to sign up for a group, read assigned chapters and participate in discussions in class.* It is advised that all students attend class regularly and be actively engaged in lecture discussions. *This is a SEMINAR.* It is not a lecture course. Therefore, active participation in the discussions is very important and a good way to raise your grade. You will enhance your participation in class discussions if you read the assigned material well in advance. Exceptional high quality participation will be taken into added consideration and will be factored into the student’s final grade. Attendance will be taken regularly throughout the semester.

**Group Presentations:** For the group class presentations, you may either choose a discussion leader for the presentation, or you may allow every student in the team to get a chance to present his or her part of the presentation. If you decide to have a discussion leader, please confer with one another, either in person or by e-mail, about the respective week's readings. Please present a brief summary at the start of each class of the required readings and, if possible, of the supplementary readings. Each discussion leader should submit to me an individual summary (via email, not more than one page single-spaced in Word format) on the themes covered in the readings for that week, and their relation to the broader context of the course. Please make sufficient copies of the synopsis so that it may be distributed to all of your classmates; this is so that your classmates can read the synopsis prior to the session in which the readings will be discussed. You will present the material from your synopsis in class and lead the discussion. Every student will participate in at least one group presentation over the semester. Given the class size you will be required to work with your classmates in teams of 3, 4, or 5 students. Your team will be asked to make a 20 minute presentation in order to engage the class in a critical discussion on the issues raised during your presentation. **A sign-up sheet and/or a doodle pool for the class presentations will be circulated or created by the Third Week of the term.** I suggest that you use the following format to prepare for your class presentation:

- (1) Identify one or two short passages from the readings that you think are central to the main argument made in the article or chapter. Paraphrase the passage and describe the argument that the author makes in your own words.
- (2) Propose one or more questions from the passages that you have selected, and bring them up for discussion with your classmates.

Please turn in to me as an email attachment a copy of your review, PowerPoint Presentation Slides, notes (typed in Word format, double-spaced, including the passages selected, your critical response, argument descriptions, and proposed questions, not more than two pages). Please make sure to label the review: AFST 352 Term II 2018 and specify the week, date and names of group members.

Evaluation: Your presentation, which includes your performance as a discussion leader/ participant in the group, will be assigned a grade. The evaluation will be based on both your written notes and your contribution to the presentation/team work, and effort made to engage your classmates in the discussion.

**Policy on Make-Up Exams:** Make-up exams are strongly discouraged. In order to make up an exam, a student must present the instructor with an official or published document from a third party verifying medical treatment or a family emergency that occurred on the day of the missed exam. The document must be presented to the instructor at or before the next regularly scheduled class meeting. Missed exams may be made up only if/when the above procedures are followed.

**Absences:** Regular attendance is crucial to good course performance. More than three unexcused absences in class will lower the student's grade one letter grade (i.e., A down to B, B down to C, etc.). Each additional unexcused absence will reduce the grade further by a notch (i.e., A to A-, B to B-, C+ to C, etc). Seven unexcused absents will automatically translate into an F grade for the course. All excused absences must be approved by the instructor in advance and/or verified with appropriate documentation in emergency cases. Students are encouraged to ask questions, seek clarification, and feel free to discuss any relevant issues with the instructor.

**Class Format:** Generally, I will give a short introduction/overview of the theme of the week/topic for the day. Then I will lead the class to review and discuss the readings assigned for the day/week. Since this is a seminar, I will fully engage the class in seminar style discussions with questions and answers based on the readings and/or film/video documentaries and any other material assigned for the day. From week 4 we will have group presentation at least once a week (See Group Presentation above for details). To enhance our learning and discussion, we will watch Films and video documentaries that are relevant to the week's theme in class. Often, we would watch films in the first half of class time and then have discussions based on the

film in the second half. Our discussions may be in small group analysis or in full class participation. Details of the films and videos will be provided to you as soon as I have confirmed their availability for in-class screening.

**Other Policies:** All assignments must be submitted on time on their Due Dates. Please submit all your assignments on or before the DUE date. Term **Essay**/Research Project and **Take Home Final Exam** will be **submitted on UBC Turnitin**. An account would be created and the necessary information sent to all students. With the exception of Group Presentation Documents (summaries, PowerPoint presentation slides, etc) and the one-page outline of your term essay/research project, both of which are permitted to be submitted via email, any other assignment that may become necessary would have to be submitted as a print copy. Assignments submitted as email attachments will **NOT** be accepted (unless otherwise specified). In fairness to all students who have met the deadline, late papers/assignments will be marked down by half a letter grade for every day they are late, with exceptions made only for severe illness or emergency cases. If extraordinary circumstances prevail that make it impossible for you to meet a deadline, please contact me as soon as possible (prior to turning in late work for review). Deferrals and incompletes will be given only in accordance with UBC policy as set forth in the catalogue. Unless you are already familiar with UBC's Office of Equity and its policies, I would urge you to do so. Furthermore, please revisit and update yourself with UBC's policy on plagiarism.

Please note that according to the Faculty of Arts, Faculty Grading Guidelines "results in an average class of reasonable size will normally fall somewhere within the following broad limits:

Grade "A" 5% to 25% of the class  
Grades "A" and "B" combined not more than 75% of the class  
Grade "F" not over 20% of the class"

For further details, please see [http://www.arts.ubc.ca/Grading\\_Guidelines.81.0.html](http://www.arts.ubc.ca/Grading_Guidelines.81.0.html)

## CLASS SCHEDULE and READING ASSIGNMENTS

### Week 1:

Thursday, January 4: **Introduction and Review of AFST 250**

- ❑ Course overview
- ❑ Key Issues in African Studies 250
- ❑ The concept of Africa

### Week 2:

Tuesday, January 9: **Images and Representations of Africa 1a.**

- ❑ Ferguson, James. 2006. *Global Shadows: Africa in the Neoliberal World Order*. Introduction: Pp. 1-23. Durham: Duke University Press.
- ❑ Mbembe, Achille. 2001. *On the Postcolony*. Introduction: Pp. 1-23. Berkeley: University of California Press.

Thursday, January 11: **Images and Representations of Africa 1b.**

- ❑ **FILM/VIDEO** *N!ai: The Story of a !Kung Woman* [1hr]

### Week 3:

Tuesday, January 16: **Images and Representations of Africa 2.**

- ❑ Becker, Heike. 2003. "The Least Sexist Society? Perspective on Gender, Change and Violence among Southern African San." *Journal of Southern African Studies* 29(1):5-23.
- ❑ Boskovic, Aleksander. 2001. "Out of Africa: Images of Women in Anthropology and Popular culture." *Etnolog* 11:177-183.
- ❑ Dunn, Kevin. 1996. "Lights...Camera...Africa: Images of Africa and Africans in Western Popular Films of the 1930s." *African Studies Review* 39(1):149-175.

Thursday, January 18: **Religion in sub-Saharan Africa 1 - Indigenous Belief Systems**

- ❑ Blakely, Thomas, Walter van Beek and Dennis Thomson. 1994. *Religion in Africa: Experience and Expression*.

**GROUP PRESENTATIONS BEGIN from WEEK 4: Make sure you are signed up for a group**

### Week 4:

Tuesday, January 23: **Religion in sub-Saharan Africa 2 - Possession Cults, Secret Societies)**

- ❑ **FILM/VIDEO:** *Strange Beliefs: Sir Edward Evans-Pritchard (52min)*

Thursday, January 25: **Religion in sub-Saharan Africa 3 - Islam and Christianity and Spirit Possession**

- ❑ Giles, Linda L. 1987. "Possession Cults on the Swahili Coast: A Reexamination of Theories of Marginality." *Africa* 57(2):239-258.
- ❑ Larsen, Kjersti. 2007. "Dialogues between Humans and Spirits: Ways of Negotiating Relationships and Moral Order in Zanzibar Town, Zanzibar." *The Power of Discourse in Ritual Performance: Rhetoric and Poetics*. Ulrich Demmer and Martin Gaenszle. Munster Lit: 54-74.

### Week 5: Arts in African Concept and Context

**-The Social Context of the Arts**

**-Popular Arts and the Politics of Race, Identity, and Representation**

Tuesday, January 30

- ❑ Stone, M. Ruth. ed. 2008. "Introduction to African Music." In *The Garland Handbook of African Music* [GHAM]. Pp. 1-23. New York and London: Garland Publishing, Inc.

- ❑ Stone, M. Ruth. ed. 2008. "Issues and Process in African Music—Dance in Communal Life." In *The Garland Handbook of African Music* [GHAM]. Pp. 54-62. New York and London: Garland Publishing,

Thursday, February 1:

- ❑ Purdon, Ailsa; Fezile Mpehle and Joe Miller. 2008. "Lucky Dube: Connecting Countrymen around the World." *Ngoonjook* 33: 98-107.
- ❑ Gunner, Liz. 2009. "Burying Lucky Dube." *African Studies* 68(3): 387-401
- ❑ **FILM/VIDEO: TBA**

### Week 6: Scramble for Africa:

-Colonialism and its Legacies

-Moral, legal and ethical dimensions of Imperialism

Tuesday, February 6: **Scramble for Africa: Berlin Conference and the Creation of the Congo**

- ❑ **FILM/VIDEO: TBA.**
- ❑ Foecken, D. 1995. "On the Causes of the Partition of Central Africa, 1875–1885." *Political Geography* 14(1): 80–100.
- ❑ Comaroff, John. 1992. (Images of Empire)
- ❑ **GROUP 1: PRESENTATION 1**

Thursday, February 8: **Red Rubber and the Congo Free State**

- ❑ Hochschild, Adam. 1998. "Where There Ain't No Ten Commandments." In *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Pp. 115-139. New York: Houghton Mifflin.
- ❑ Williams, George Washington. 1890. "An Open Letter to His Serene Majesty Leopold II, King of the Belgians and Sovereign of the Independent State of Congo." <http://www.blackpast.org/george-washington-williams-open-letter-king-leopold-congo-1890>
- ❑ **FILM/VIDEO: TBA.**
- ❑ **GROUP 3: PRESENTATION 3**

### Week 7: Independence, Movements and Struggles: The Mau Mau

Tuesday, February 13:

- ❑ Cooper, Frederick. 2002. *Africa since 1940*. Chapters 3 and 4. Pp. 38-84. Cambridge: Cambridge University Press.
- ❑ Babau, Cheik Anta. 2010. "Decolonization or national liberation: Debating the end of British Colonial rule in Africa." *The Annals of the American Academy of Political and Social Science*. 632: 41-54. Nissimi, Hilda (2006). "Mau Mau and the Decolonization of Kenya". *Journal of Military and Strategic Studies*. 8 (3).
- ❑ Berman, Bruce (1991). "Nationalism, Ethnicity, and Modernity: The Paradox of Mau Mau". *Canadian Journal of African Studies*. 25 (2): 181–206. JSTOR 485216.
- ❑ **FLIM/VIDEO: TBA**

Thursday, February 15:

- ❑ **MID-TERM EXAM**

### Week 8: READING WEEK: University on Break (Monday, Feb 19 – Friday, Feb 23)

### Week 9: The Making of Ethnicity and Race in Africa: Ethnic Conflicts (Colonial Roots of the Contemporary Crisis): -Rwanda Genocide; -Liberia: -Sierra Leone: -Congo: -South Africa

Tuesday, February 27

- ❑ Hintjens, Helen M. 1999. "Explaining the 1994 genocide in Rwanda." *The Journal of Modern African Studies* 37(2):241-286.
- ❑ Uvin, Peter. 2001. "Reading the Rwandan Genocide." *International Studies Review* 3:75-99.

❑ **GROUP 2: PRESENTATION 2**

Thursday, March 1:

- ❑ **FILM/VIDEO: *Hotel Rwanda* and/or *Sometimes in April***

**Week 10: Structural Adjustment, Globalization, Neoliberalism, Aid and Development**

Tuesday, March 6

- ❑ Ferguson, James. 2006. *Global Shadows: Africa in the Neoliberal World Order*. Chapter 3: Pp. 69-88. Duke University Press
- ❑ Foley, E. Ellen. 2010. *Your Pocket is What Cures You: The Politics of Health in Senegal*. Chapter 4: Pp. 58-83. Rutgers University Press

❑ **GROUP 3: PRESENTATION 3**

Thursday, March 8

- ❑ **FILM/VIDEO Documentary: *T-Shirt Travels***

**Week 11: Modernity, Health, Healing and Development in Africa**

Tuesday, March 13: **Modernity, 'Witchcraft' Sorcery and Magic**

- ❑ Brycceson, Deborah F, Jesper Bosse Jonsson, et al. 2010. "Miners' Magic: Artisanal Mining, the Albino fetish and Murder in Tanzania." *Journal of Modern African Studies* 48(3): 353-382.
- ❑ Sanders, Todd. 2001. "Save Our Skins: Structural Adjustment, Morality and the Occult in Tanzania." In *Magical Interpretations, Material Realities: Modernity, Witchcraft and the Occult in Postcolonial Africa*. Henrietta L. Moore and Todd Sanders, ed. Pp. 160-183. London and New York: Routledge
- ❑ Sanders, Todd. 2008. *Beyond Bodies: Rainmaking and Sense making in Tanzania*. Chapter 7: Pp. 182-197. Toronto: University of Toronto Press
- ❑ Ashford, Adam. 2005 *Witchcraft, Violence, and Democracy in South Africa*. Chapter 5: Pp. 111-130. Chicago and London: The University of Chicago Press.

❑ **GROUP 4: PRESENTATION 4**

Thursday, March 15: **Health, Healing and Development**

- ❑ Hampshire, Kate R. & Samuel Asiedu Owusu. 2013. "Grandfathers, Google, and Dreams: Medical Pluralism, Globalization, and New Healing Encounters in Ghana." *Medical Anthropology: Cross-Cultural Studies in Health and Illness* 32(3): 247-265
- ❑ **FILM/VIDEO Documentary: *Healers of Ghana***
- ❑ **A one-page (double-spaced) outline of your project is due via email**

**Week 12: Politics of Gender, Health and Development (West Africa)**

Tuesday, March 20:

- ❑ Foley, E. Ellen. 2010. *Your Pocket is What Cures You: The Politics of Health in Senegal*. Chapter 7: Pp. 115-129. Rutgers University Press
- ❑ Foley, E. Ellen and Fatou Mariam Drame. 2013. "Mbaraan and the Shifting Political Economy of Sex in Urban Senegal." *Culture, Health & Sexuality*. 15(2) 121-134.

❑ **GROUP 5: PRESENTATION 5**

Thursday, March 22:

- ❑ **FILM/VIDEO: *The Price of AID***

**Week 13: African Politics since Independence – Postcolonialism, Neocolonialism**

Tuesday, March 27:

- ❑ Ferguson, James. 2006. *Global Shadows: Africa in the Neoliberal World Order*. Chapter 1: Pp. 25-49. Durham and London: Duke University Press.
- ❑ Ferguson, James. 2006. *Global Shadows: Africa in the Neoliberal World Order*. Chapter 8: Pp. 194-210. Durham: Duke University Press.

❑ **GROUP 6: PRESENTATION 6**

Thursday, March 29

- ❑ **FILM/VIDEO: *Africa in the 21st Century, Blood Diamonds***

**Week 14: South Africa in Post-Apartheid Era – “The TRC and the Politics of Memory and Reconciliation in the *New South Africa*.” (Possible guest lecturer: TBA)**

Tuesday, April 3

- ❑ Berger, Iris. 2009. *South Africa in World History*. Chapter 8. Pp. 149-163. Oxford: Oxford University Press.
- ❑ Nancy Scheper Hughes 2007 *Subjectivities* (Chpt 7 Violence)
- ❑ **GROUP 7: PRESENTATION 7**

Thursday, April 5

- ❑ Final Review
- ❑ **FILM/VIDEO: *Long Night’s Journey into Day***  
**DUE: TERM Research Essay/Project**

**FINAL EXAMINATION: Date to be announced by the University (Take Home Exam).**

**NB:**

*The instructor reserves the right to make changes to the schedule, readings, and any other related materials as become necessary at any point in time. Students would be notified of any change.*

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**DISABILITIES**

If you have a disability that requires special testing accommodation or other classroom modifications, you need to notify both the instructor and the Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations.

**ACADEMIC INTEGRITY**

Students are expected to comply with the University of British Columbia’s Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the term will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but not limited to, the confiscation of the examination of the student involved. Furthermore, no student may bring any unauthorized materials to an exam, including textbooks, photocopied texts, dictionaries, and programmable calculators.