Instructor: Dr. Vinay R. Kamat
Class: Monday, Wednesday
Time: 2:00 p.m. to 3:30 p.m.
Room: Geography 212
Office hours: Mon, Wed, 11:00 a.m. to 12:00 p.m.
Office: 2319 ANSO Building
Phone: 604-822-4802
Email: kamatvin@mail.ubc.ca

Course Description

These studies have engaged topics such as the slave trade, long distance migration, colonialism, nationalism, independence movements, religion, identity politics, music, gender, sexuality, health, ecotourism and conservation, and so forth. In the western popular imagination, East Africa invokes images of wild life and safaris, the Serengeti National Park, the Masai warriors, Mount Kilimanjaro, and the Dhoars along the exotic spice island of Zanzibar (unguja). This course, however, is designed to go beyond the trope of “the exotic and the authentic” and focus on the everyday lifeworlds of the peoples who inhabit East Africa’s Swahili coast. But how does one reference the Swahili Coast? Who are the Swahili-speaking peoples of the East African coast? Is there a distinct Swahili identity? What do we mean by Swahili culture and Swahili lifeworlds? Is there a distinct Swahili Philosophy? Why has the Swahili coast played such an important role in the historical and political consciousness of the peoples of East Africa and the African continent in general? Why do East Africa and the Swahili Coast continue to fascinate
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historians and anthropologists (archeologists and ethnographers included) and provide the context for their research and writing?

This course is designed precisely to explore the historical, political and ethnographic context of the Swahili Coast and the peoples who inhabit this region, and the region’s significance for the development of anthropological theory and practice. The course draws on interdisciplinary and ethnographic literature and focuses on the Swahili peoples, their history, political lives and cultures. The course will provide students with an opportunity to appreciate this region’s role in world history and the flourishing of anthropological and ethnographic literature about East Africa in general. Through a discussion of the assigned readings, films and in-class group presentations, students will explore the analytical links between issues of historical and anthropological interest such as colonialism, kinship, ethnic relations, religion, gender, sexuality, health, among others, as highlighted in historically-grounded ethnographies of small-scale coastal communities and the wider historical and political contexts and processes in which they are embedded.

The course is divided into two sections. The first half of the course will focus on the geographic, historical and political aspects of East Africa. Students will engage relevant scholarship concerning the historical and social construction of East Africa. They will become familiar with the region’s geography and history by reading some key texts and articles. The second half of the class will focus on the historically grounded ethnographic literature pertaining to the Swahili Coast. Students will read book length ethnographies such as Janet McKintosh’s (2009) *The Edge of Islam: Power, Personhood and Ethnoreligious Boundaries on the Kenya Coast*, and ethnographically grounded research papers and articles such as, for example, Katrina Thompson’s (2011) *Zanzibari Women’s discursive and sexual agency*, that will enable them to appreciate “the world of the Swahili.” They will examine the roles that women have played in the economy, politics and religion and how these roles have changed with the spread of Islam in East Africa, European conquest and colonialism, and finally independence and globalism. The capstone project will be a 15-page research paper analyzing some aspects of the Swahili’s Coast’s history and ethnography, and will include an exposition and an academic argument.

Students who register for this course should be aware that the course involves a substantial amount of reading approximately (50-80 pages per week), in-class discussions and writing. Everyone is expected to have read the week’s readings before class. Students who have not been previously, substantially exposed to the historical and ethnographic literature on Africa must consult with the instructor at the start of the course so that arrangements can be made to discuss additional required reading.

**Course Goals**

1. To contextualize East African history in regional, continental, and global perspective (for example, long distance trade between East Africa and India), especially in the context of globalization and neoliberal politics.

2. To develop awareness and sensitivity among the students to the region’s history, diversity and its place in global politics, and to investigate western depictions/preconceived notions about East Africa as emblematic of “wild life and safari”, and the Swahili Coast as inhabited by peoples who are dogmatic and “stuck in the past.”
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3. To consider how and why historians, political scientists, linguistic and cultural anthropologists write about the Swahili Coast.
4. To learn to critically evaluate the literature from and about East Africa and particularly the Swahili Coast.
5. To sharpen students’ abilities to express their thoughts through reading, speaking, researching, and writing about East Africa, and particularly the Swahili Coast.
6. To cultivate students’ skills in analytical thinking, engaging discussion, and expressing ideas in a non-threatening, non-intimidating environment.
7. To understand current events in East Africa in global, historical context.

The course will address student-specific interests and further academic skills through independently researching, presenting, and writing an original research paper.

REQUIRED BOOKS (available at the UBC bookstore, online, and on the reserve shelf under ANTH 403H.002 at the Koerner Library)


RECOMMENDED BOOKS


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Class Schedule and Format
The general organization and schedule of the class will be as follows:
I will lecture and lead the discussion on the day’s assigned readings or on the week’s theme. In terms of my pedagogical style, I like to engage the class in seminar style questions and answers, which are accompanied by discussions on the materials assigned for the day. Starting Week 6 onwards, the Wednesday class will be reserved for the assigned group of students who will make brief presentations and engage the class in a discussion on assigned articles and chapters. Films and videos relevant to the week’s theme will be shown in class. The first half of class time will be reserved for a film and the second half of class time will emphasize classroom discussion and small group analysis. Details of the films and videos will be provided to you as soon as I have confirmed their availability for in-class screening.
Exams and Grading

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<thead>
<tr>
<th>Component</th>
<th>Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>February 14th</td>
<td>20%</td>
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<tr>
<td>Final Exam (Essay Format)</td>
<td>TBA by UBC</td>
<td>30%</td>
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<tr>
<td>World of the Swahili Paper</td>
<td>April 4th</td>
<td>30%</td>
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<tr>
<td>Class Attendance and Participation</td>
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Your final grade will be determined by a Mid-Term Exam, a Final Exam, Class Participation (regular attendance, group discussions, group class presentations), and a World of the Swahili Paper. The specific topic will be chosen in consultation with the instructor. The length of the project should be 15 pages, typed, double-spaced, excluding endnotes and references cited. The due date for the term paper is on or before the last day of classes (April 4th). Guidelines for the project will be given to you during the third week of January 2017. A one-page (double-spaced) outline of your project is due via email on or before March 14th. I will give my preliminary comments and suggestions on your proposed research paper within three days after you have handed in your outline. I strongly encourage you to start early 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 ten true/false, ten multiple choice items, and two short essays worth 5 points each.

Final Exam: You will be required to answer any two out of three essay questions worth 15 points each. Both essays should each be 7-8 pages (sides), handwritten, double-spaced. I will grade your essays and all your other assignments relative to one another, i.e., in comparison with the assignments and exams written by your classmates. If you have any questions regarding this policy, please do not hesitate to clarify this with me during my office hours.

Discussion Responsibility and Class Participation
This is a significant portion of your grade, and it is measured in various ways. Most importantly, it includes keeping up with your readings and making thoughtful contributions to class discussions. Therefore, regular class attendance is very important. Repeated absences will adversely affect your grade. Your participation in class discussions will be enhanced if you read the assigned material well in advance.

Research Paper (Referenced, Reflection and Synthesis Project) Students will write one well-structured essay on the broadly defined theme of ‘the world of the Swahili.’ A preliminary outline of the research paper—one page in length (typed, double-spaced) — must be submitted to me on or before March 14th via email. You will need to write the paper based on a combination of the materials you will read for this class and the materials you will research in the library. The specific topic on which you will write the paper may be decided in consultation with me. The paper, should, however, focus on some aspect of the Swahili Coast. It will count as 30% of the final grade. The length of the second paper should be 15 pages, double-spaced, excluding endnotes and references cited. You will have the opportunity to develop your final essays over several days by integrating assigned readings, lectures, and library research. As a reminder, the five secrets to good writing are write, rewrite, revise, revise, and revise. See for details Zinsser William Knowlton (2001) On Writing Well: An Informal Guide to Writing
Syllabus


Samples of the citation style have been posted on the course page on Canvas.

Policies

Please make a note of my office hours, and do not hesitate to discuss any concerns that you may have about class material, assignments or grading during my office hours. If you are unable to see me during scheduled office hours on any of the two days, you should schedule an appointment with me, well in advance, and preferably via email. All papers must be turned in on time. Please submit all your assignments to me directly on or before the deadline date. Only print copies of all your assignments are accepted. Assignments submitted as email attachments will NOT be accepted. In fairness to all students who have met the deadline, late papers will be marked down by half a letter grade for every day they are late, with exceptions made only for severe illness or emergency. 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). Defferrals 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

Please familiarize yourself with UBC’s GRADING PRACTICES AND STANDARDS at:

For further details, please see http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,42,96,0
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General Schedule/Topics

1. Week 1 (January 3) Geography, Peoples and Ethnoscapes of East Africa
2. Week 2 (Jan 8/10) Scramble for East Africa – Conquest, Colonialism & Imperialism
3. Week 3 (Jan 15/17) Resistance, Nationalism (Maji Maji, Mau Mau, Zanzibar Revolution)
4. Week 4 (Jan 22/24) Independence and Regional Politics in East Africa - I
5. Week 5 (Jan 29/31) Independence and Regional Politics in East Africa – II
6. Week 6 (Feb 5/7) The World of the Swahili - I
7. Week 7 (Feb 12/14) The World of the Swahili – II
   Monday 12th, Family Day, University Closed
   Mid-term Exam on February 14th
8. Week 8 (Feb 19/21) Midterm Break – Read, Read! Read!
9. Week 9 (Feb 26/Feb 28) Kinship, Ethnic Identities
10. Week 10 (Mar 5/7) Religion – Islam, Christianity
11. Week 11 (Mar 12/14) Gender and Sexuality
12. Week 12 (Mar 19/21) Health and Development
13. Week 13 (Mar 26/28) Youth, Music, Language (Taraab, hip-hop, rap, Sheng)
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Required Readings and Lecture Schedule

Week 1. Preliminaries: Geography, Peoples and Ethnoscpes of East Africa
Wednesday, January 03, 2018
Ferguson, James
http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1
Ndee, H.S.
Bruner, Edward M.

Week 2. Scramble for East Africa – Conquest and Imperialism
Monday, January 8, 2018
Maxon, Robert
Dunn, Kevin
Wednesday, January 10, 2018
Babau, Cheik Anta
Bissel, William

Week 3. Resistance and Nationalism
Monday, January 15, 2018
Maxon, Robert
Iliffe, John
Wednesday, January 17, 2018
Sunseri, Thaddeus
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Becker, Felicitas

Week 4. Independence and Regional Politics in East Africa -- Kenya
Monday, January 22, 2018
Rosenstiel, Annette
1953 An Anthropological Approach to the Mau Mau Problem. Political Science Quarterly 68 (3):419-432

Bennett, Huw

FILM/VIDEO Mau Mau Rebellion/Revolutionaries of Kenya
http://www.youtube.com/watch?v=Z74i_H6klrg
http://www.youtube.com/watch?v=4qrQItB8m_w

Wednesday, January 24, 2018
Prestholdt, Jeremey

Kresse, Kai

FILM/VIDEO A Time There Was: Stories from the Last Days of Kenya Colony
FILM/VIDEO Out of Africa

Dua, Jatin

Week 5. Independence and Regional Politics in East Africa – Tanzania
Monday, January 29, 2018
Kamat, Vinay
2008 This is not our culture! Discourse of nostalgia and narratives of health concerns in post-socialist Tanzania. Africa 73(3):359-383.

Lal, Priya

Wednesday, January 31, 2018
Topan, Farouk

Mukuthuria, Mwenda
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Crozon, Ariel


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**Week 6. The World of the Swahili - I**

*Monday, February 05, 2018*

Eastman, Carol M.

1971   Who are the Swahili? *Africa* 41:228-236.

Middleton, John


**FILM/VIDEO** Henry Louis Gates “The Swahili”


**FILM/VIDEO** *The Swahili Beat: An Introduction to the History of the East African Coast*

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**Week 7. The World of the Swahili - II**

*Monday, February 12, 2018*

**Monday 12th, Family Day: University Closed**

*Wednesday, February 14, 2017*

🔗 **Mid-Term Exam**

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**Week 8.**

**February 19-21 Mid-term Break**

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**Week 9. Kinship and Ethnic Identities**

*Monday, February 26, 2018*

Eastman, Carol M.


Eastman, Carol M.


*Wednesday, February 28, 2018*

Giles, Linda
SYLLABUS

Larsen, Kjersti

Larsen, Kjersti


**Week 10. Religion – Islam, Christianity**

*Monday, March 05, 2018*
McKintosh, Janet

2009 The Edge of Islam: Power, Personhood, and Ethno-religious Boundaries on the Kenya Coast. Durham, Duke University Press. [Introduction and Chapter1]

*Wednesday, March 07, 2018*
McKintosh, Janet

2009 The Edge of Islam: Power, Personhood, and Ethno-religious Boundaries on the Kenya Coast. Durham, Duke University Press. [Chapters 2 and 5]

**Week 11. Gender and Sexuality**

*Monday, March 12, 2018*
Askew, Kelly M


Stiles, Erin

2005 “There is no stranger to marriage here!” Muslim women and divorce in rural Zanzibar." *Africa* 75(4): 582-598.

Stiles, Erin E.


*Wednesday, March 14, 2018*
Beckmann, Nadine


Thompson, Katrina Daly


Thompson, Katrina Daly


**Week 12. Health and Development**

*Monday, March 19, 2018*
Rekdal, Ole Bjorn

1999 Cross-cultural healing in east African ethnography. *Medical Anthropology*
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Quarterly 13(4):458-482.
Kamat, Vinay

Wednesday, March 21, 2018
Hsu, Elisabeth

Beckmann, Nadine

Week 13. Youth, Music, Language
Monday, March 26, 2018
Samper, David A.

Eisenberg, Andrew

Kidula, Jean Ngoy

Wednesday, March 28, 2018
Perullo, Alex
http://www.youtube.com/watch?v=qD7z_jwI2rw
Hali Halisi - a documentary from 1999 on hip hop in Tanzania

Englert, Birgit

Week 14. Ecotourism, Conservation and Development Politics
Monday, April 2, 2018

Easter Monday: University Closed

Wednesday, April 04, 2018
Brockington, Dan

Kamat, Vinay
RECOMMENDED READINGS

Week 1 & 2. Recommended Readings

Bissel, William

Cooper, Fredrick.

Maxon, Robert

Southhall, Aiden W.

Glassman, Jonathon

Henderson, Clara

Mandelsohn, Richard and Vivian Bickford-Smith

Beinart, William

Week 3. Recommended Readings

Monson, Jamie

Sunseri, Thaddeus

Gewald, Jan-Bart

Greenstein, Elijah

Zimmerman, Andrew
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Week 4. Recommended Readings
Moore, Sally Falk

Caplan, Pat

Cooper, Frederick

Branch, Daniel

Branch, Daniel

Lonsdale, John

Hughes, Lotte

Clough, Marshall S.

Maxon, Robert

Seesemann, R

Gearhart, Rebecca

Mwangi, Evan

Mwangi, Oscar Gakuo

Morrison, Lesa B

Amoko, Apollo O.

Makinen, Maarit and Mary Wangu Kuira
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Manji, Ambreena

Week 5. Recommended Readings
Lal, Priya
Monson, Jamie
Monson, Jamie
Harrison, Graham
Snyder, Katherine
Askew, Kelly M.

Week 6 & 7. Recommended Readings
De Vere Allen, James
Mazrui Alamin M and Ibrahim Noor Shariff
de Vere, Allen James
Speare, Thomas
Middleton, John
Mazrui, Ali A., and Alamin M. Mazrui
Parkin, David  
1994  Introduction to Continuity and Autonomy in Swahili communities: Inland  
     Influences and Strategies of Self-Determination, ed. David Parkin, 1-12. London:  
     School of Oriental and African Studies.  
Pellow, Deborah  
Prins, Adriaan H.J.  
1967  The Swahili Speaking Peoples of Zanzibar and the East African Coast. London:  
     International African Institute  
Salim, Ahmed Idha  
1985  The elusive “Mswahili”: Some reflections on his identity and culture. Swahili  
     zur Afrikanistik.  
Spear, Thomas  
2000  Early Swahili history reconsidered: The International Journal of African Historical  
Spear, Thomas  
1984  The Shirazi in Swahili traditions, culture, and history. History in Africa 11:291-  
     305.  
Swartz, Marc J.  
1982  The Way the World Is: Cultural Processes and Social Relations among the  
Willis, Justin  
Presholdt, Jeremy  
2008  The global repercussions of consumerism: East African consumers and  
     Consumerism and the Genealogies of Globalization, Pp 59-87, Berkeley, University of  
     California Press.  

Week 9. Recommended Readings  
Caplan, Pat  
1999  Anthropology, history and personal narratives: Reflections on writing ‘African  
Fleisher, Jeffrey Fleisher  
2010  Rituals of consumption and the politics of feasting on the Eastern African Coast,  
Bertz, Ned  
2011  Indian ocean world cinema: Viewing the history of race, diaspora and nationalism  
Willis, Justin and Suzanne Miers.  
1997  Becoming a child of the house: Incorporation, authority and resistance in Giryama  
**SYLLABUS**

**Week 10. Recommended Readings**

Giles, Linda L  

Giles, Linda L.  

Giles, Linda L.  

Giles, Linda L.  

Larsen, Kjersti, Ed.  

Walsh, Martin  

Mcintosh, Janet  

Becker, Felicitas  

Loimeier, Roman  

Simpson, E and K Kresse  

Middleton, John., and E.H. Winter  

Smith, James H.  
2005 Buying a better witch doctor: Witch-finding, neoliberalism, and the development


Kresse, Kai 2008 Can wisdom be taught? Kant, sage philosophy, and ethnographic reflections from the Swahili Coast. Teaching for Wisdom, Ferrari M and G Potworowski: 189-.

Kresse, Kai 2009 "Knowledge and intellectual practice in a Swahili context: 'wisdom' and the social dimensions of knowledge." Africa 79(1).


Haar, Gerrie tar and Stephen Ellis 2009 The occult does not exist: A response to Terence Ranger. Africa 79(3).

**Week 11. Recommended Readings**


**Week 11. Recommended Readings**


Ivanov, Paola
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Boswell, Rosabelle

Week 12. Recommended Readings
Beckerleg, Susan
Bryceson, Deborah F.
Howard, Mary
Parkin, David

Week 13. Recommended Readings
Casco, Jose Arturo Saavedra
Englert, Birgit
Burgess, Thomas
Githinji, Peter
Mungai, Mbugua wa and David Samper
Mutongi, Kenda
Thompson, Katrina Daly
Thompson, Katrina Daly
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Waller, Richard
Perullo, Alex
2012  Imitation and innovation in the music, dress, and camps of Tanzanian youth. In. 
Clark, Msia Kibona
Smith, Christopher Holmes
Stroeken, Koen

**Week 14. Recommended Readings**
Walley, Christine
  Princeton, Princeton University Press. [Select Chapters]