SYLLABUS

Course name: **Cross-Cultural Perspectives on Race, Ethnicity, and Identity (Ethnic Studies)**

Instructor: **Dr. Irene Lugalla (PhD)**

Language of Instruction: **English**

Contact Hours: **40**

UO Credits: 4

Arusha, Tanzania

Course description

This course offers an in-depth examination of race, ethnicity, and identity within the context of Tanzania, analyzing how these aspects shape individual and collective identities and influence social, political, and economic dynamics. Tanzania, known for its ethnic diversity and national unity policies, provides a unique case study for understanding how race and ethnicity are constructed, challenged, and redefined. The course explores Tanzania's colonial history and post-independence efforts under the leadership of Julius Nyerere to forge a unified national identity, examining how these historical factors have shaped Tanzanian society today.

Through an interdisciplinary approach, students will study the intersections of race, ethnicity, and identity with language, class, and gender in Tanzania. Topics include the influence of colonial borders on ethnic identities, the impact of the Swahili language as a unifying force, the role of urbanization, migration and globalization in evolving identities, and contemporary issues such as Swahili music (bongo flava and Film). The course will employ readings, case studies, and multimedia resources to develop a nuanced understanding of Tanzanian identities.

COURSE OBJECTIVES

By the end of the course, students will be able to:
1. Understand theories and concepts related to race, ethnicity, and identity within the Tanzanian context, understanding how these concepts have evolved over time.
2. Establish an understanding of the impact of colonialism on the construction of ethnic identities including the role of colonial borders in shaping identity in Tanzania and East Africa.
3. Provide the context of the post-independence efforts of Tanzania, particularly under Julius Nyerere, to create a unified national identity and mitigate ethnic divisions, as well as the challenges and successes of these policies.

4. Evaluate the role of the Swahili language in fostering unity and national identity in Tanzania, considering how language intersects with ethnic and racial identities.
5. Explore the impact of migration, globalization, and urbanization on Tanzanian identities, focusing on how these forces shape contemporary perspectives on race, ethnicity, and national belonging.
6. Prepare students to pursue advanced study of Cross-Cultural Perspectives on Race, Ethnicity, and Identity (Ethnic Studies) at the graduate level

Student Outcomes. Students who successfully complete this course will be able to:
- Analyze the relevant concepts related to race, ethnicity, and identity within the Tanzanian context.
- Examine the impact of colonialism on the construction of ethnic identities including the role of colonial borders in shaping identity.
- Discuss the context of the post-independence efforts of Tanzania, particularly under Julius Nyerere, to create a unified national identity and mitigate ethnic divisions, as well as the challenges and successes of these policies
- Evaluate, compare and contrast the role of the Swahili language in fostering unity and national identity between Tanzania and any East African country which speaks Kiswahili e.g. Kenya.
- Examine the impact of migration, globalization, and urbanization on Tanzanian ethnicities and identities.

INSTRUCTIONAL METHODOLOGY

This course is divided between classroom instruction (2/3) and excursions or experiential learning (1/3). During class, regular lectures will be supplemented with small group discussion, videos, and guest speakers. At least half of each class period will consist of lectures covering core course material, though the structure will be informal enough to allow for group and class discussions at any point. The remaining in-class time will be divided between guided class discussions, small-group discussions, simulated debates and videos. Excursions (e.g. to Maasai/Hadzabe villages, museums, NGOs, etc.) will provide an opportunity for students to begin understanding the practical application of theoretical, philosophical, and legal material covered in class. Excursions will also provide students an opportunity to engage directly with local perspectives on the topics studied in class.

METHOD OF EVALUATION (GRADING)

Participation and Discussion: 15%
Midterm Exam: 30%
Final Essay or Group Project: 30%*
Excursion Reflection and report: 25%

*Due two weeks after end of program. Electronic submission required.

COURSE OUTLINE

Week 1: Introduction to Race, Ethnicity, and Identity in an African Context
In this week students will be introduced to the historical and theoretical foundations of race, ethnicity and identity in an African context.

DAY 1: Introduction to the course, importance of the key concepts of race, ethnicity and identity in understanding social structures, group dynamics, power relations, and conflicts; and its relevance in real-world issues, from intergroup relations to policy-making
DAY 2: Overview of Africa's ethnic diversity and the East African context
DAY 3 and 4: Introduction to Tanzania and East Africa's unique historical and social landscapes

Readings:
Appiah, K. A. (1994). "Identity, Authenticity, Survival: Multicultural Societies and Social Reproduction.
Cornell, S., & Hartmann, D. (2006). *Ethnicity and race: Making identities in a changing world*. Sage Publications.
Lewis, G., & Phoenix, A. (2004). 'Race', 'ethnicity' and identity. In *Questioning Identity* (pp. 115-150). Routledge.
Mamdani, M. (1996). *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism.*
Medina, J. (2004). Introduction: Identity and ethnicity. *The Journal of Speculative Philosophy*, 93-98.

Week 2: Pre-Colonial Ethnic Identities and Cultural Practices
Students will be introduced to the history of ethnic identities and cultural practices with an emphasis on pre-colonial East Africa. They will also visit historical sites and villages to internalize the ethnic identities and cultural practices in Tanzania.
DAY 1 &2: Ethnic groups and social organization in pre-colonial East Africa
DAY 3 & 4: Cultural practices, trade routes, and early intergroup relations

Case Study: Pre-colonial societies in Tanzania (excursion to Maasai and Hadzabe village in Arusha).

Readings:
Adewale, A., & Schepers, S. (2023). African Pre-Colonial Social and Political Structures. In *Reimaging Africa: Lifting the Veil of Ignorance* (pp. 67-90). Cham: Springer Nature Switzerland.

Akampurira, A. (2023). African Pre-colonial Accomplishments in Political, Social and Economic Well-Being. *Well-Being in African Philosophy*, 213.

Ndlovu, S. (2021). Ethnicity and politics of belonging in South Africa: The case of the Ndebele identity. In *The Contested Idea of South Africa* (pp. 257-275). Routledge.

Saidi, U., & Matanzima, J. (2021). Negotiating territoriality in North-Western Zimbabwe: Locating the multiple-identities of BaTonga, Shangwe, and Karanga in history. *African Journal of Inter/Multidisciplinary Studies*, *3*(1), 61-74.

Young, C. (2023). Ethnicity and the colonial and post-colonial state in Africa. In *Ethnic groups and the state* (pp. 57-93). Routledge.

Week 3: Colonialism and the construction of Race and ethnicity
Students will be introduced to the history of colonialism and how it shapes ethnic identities in East Africa with special emphasis to Tanzania, Kenya and Rwanda.
DAY 1 & 2: How colonial powers imposed and manipulated ethnic divisions
DAY 3: The impact of European boundaries on East African ethnic groups
DAY 4: Discussion

Discussion Questions:
1. Discuss how colonial powers imposed racial and ethnic classifications, often to divide and control populations.
2. Explore the legacy of colonial race and ethnicity constructs and their lasting impacts on identity in formerly colonized regions.

Readings:
Ali, M., Fjeldstad, O. H., & Shifa, A. B. (2020). European colonization and the corruption of local elites: The case of chiefs in Africa. *Journal of Economic Behavior & Organization*, *179*, 80-100.
Annisette, M. (2020). Race and ethnicity. In *The Routledge companion to accounting history* (pp. 530-552). Routledge.

Mamdani, M. (2020). *When victims become killers: Colonialism, nativism, and the genocide in Rwanda*. Princeton University Press.

Mamdani, M. (2023). Looking Back, Looking Forward. *On the Subject of Citizenship: Late Colonialism in the World Today*, 209.

Meer, N. (2020). "Race" and "post-colonialism": should one come before the other?. In *Why Do We Still Talk About Race?* (pp. 167-185). Routledge.

Smith, A., Funaki, H., & MacDonald, L. (2021). Living, breathing settler-colonialism: The reification of settler norms in a common university space. *Higher Education Research & Development*, *40*(1), 132-145.

Young, C. (2023). Ethnicity and the colonial and post-colonial state in Africa. In *Ethnic groups and the state* (pp. 57-93). Routledge.

Week 4: Language and Identity Formation: The Role of Swahili
In this week students will explore language and identity formation with a special case of Swahili in Tanzania.

DAY 1: Historical background of Kiswahili and its role as a lingua franca and unifier in East Africa

DAY 2: Kiswahili as a tool for national unity and national identity in Tanzania
Day 3: The role of Kiswahili for social, economic development and integration
Day 4: Kiswahili and modern culture identity

Discussion Questions:
1. The role of Kiswahili in promoting Tanzanian identity post-independence
2. Analyze Kiswahili's role in East African music (e.g., Bongo Flava in Tanzania, Genge in Kenya), film, and media.
3. Discuss how Kiswahili influences youth culture and urban identity, particularly in cities like Dar es Salaam and Nairobi.

Readings:
Brennan (2012), "Taifa: Making national Nation and Race in Urban Tanzania"
Kanana (2013), Examining African languages as tools for national development: The case of Kiswahili. *The Journal of Pan African Studies*, 6(6), pp.41-68.
Blommaert, J. (2014). "State Ideology and Language in Tanzania." *African Studies Review.*
Moshi, L. (2006). "The Globalization of Swahili Culture." *Africa Today.*
Whiteley, W. H. (1969). *Swahili: The Rise of a National Language.* Routledge.
Mazrui, A., & Mazrui, A. M. (1995). *Swahili, State, and Society: The Political Economy of an African Language.* East African Publishers.

Week 5: Urbanization, Globalization, and Identity
DAY 1: Overview of urbanization trends, with a focus on major cities like Dar es Salaam, Nairobi, and Kampala.
DAY 2: Globalization influence on has connecting East Africa with global networks, economies, and its influence on cultures, ethnicity and identity
DAY 3: Rural-to-urban migration and the blend of diverse ethnic groups within urban settings.
DAY 4: The influence of migration and globalization on identity evolution

Discussion Questions:
1. How this migration creates new identities as individuals and communities adapt to city life.
2. How urbanization shapes identity in Dar es Salaam and other urban centers
3. Examine how young people in urban areas (Arusha City/Dar es Salaam) develop unique identities, often influenced by modernity and technology

Readings: Hunter (2013), "Beyond the Colonial State"
Ntarangwi, M. (2010). African hip hop and politics of change in an era of rapid globalization. *History Compass*, 8(12), 1316-1327.
Lukalo, F. K. (2013). Outliving Generations: Youth traversing borders through popular music in everyday urban life in East Africa 1. In *Africa, Cultural Studies and Difference* (pp. 82-100). Routledge.