
ANTHUSIA Summer School @Institute for African Studies,
University of Ghana, Legon, ACCRA on
'Human security and anthropological analysis'
5-12 January 2020

The second edition of the ANTHUSIA Summer School combines workshops with the ESRs with lectures of external speakers and focuses on analysis and writing. It makes part of the training offered by the ANTHUSIA consortium and partners.

Saturday 4 January: Arrival

Evening: Welcoming dinner at Restaurant *Little Havana* (Oshie Road, Osu) or *Jamrock* (10 Jungle Road, East Legon)

Sunday 5 January: Day 1

Morning:

CHAIR 9.00 am – 12noon: Knut Nystad

9.00 am – 9.30 am: Welcome by **Dzodzi Tsikata** (Director of Institute of African Studies/Legon); **Lotte Meinert** (Aarhus University and coordinator of the Anthusia project and **Ann Cassiman, Filip De Boeck, Steven Van Wolputte** (Organizers of the Summer School)

9.30am – 10.45am: Opening lecture: *Leaving the field: what's next?* by **Adeline Masquelier** (Tulane University, New Orleans) (closed lecture)

This opening lecture homes in on the question about how to step out of an intense period of fieldwork, loosing intimate ties and starting to organize your notes, data; on how to think about the dissertation without feeling overwhelmed, how to work on smallish details while keeping an eye on the big picture, how to create a routine for writing, and so on.

Readings

- Zoe Corwin and Randall F. Clemens. "Analyzing Fieldnotes: A Practical Guide." In *Handbook of Qualitative Research*, Sara Delamont, eds. 2012. Edward Elgar.
- Martin Cortazzi. "Narrative Analysis in Ethnography." In *Handbook of Ethnography*, Paul Atkinson et al, eds. 2001, Sage.
- Johnny Saldaña. "Writing Analytic Memos about Narratives and Visual Data." In *The Coding Manual for Qualitative Researchers*. 2016, Sage.
- Robert Emerson, Rachel Fretz, and Linda Shaw. "Writing Fieldnotes 1: At the Desk, Creating Scenes on a Page." In *Writing Ethnographic Fieldnotes*. 2nd edition. 2011.
- Kristen Ghodsee *From Notes to Narratives: Writing Ethnographies that Everyone can Read*, 2016, Chicago University Press (recommended).

10.45 am – 11.10 am: Coffee Break

11.10 am – 12.30pm: *ESR presentations (15 minutes presentation with 3 guiding questions, 20 minutes of feedback and discussion):*

- 1) *Discuss the two most defining moments in your field work.*
- 2) *What have you learned from these?*
- 3) *How do they relate to the overall theme(s) that you will be elaborating in the coming months.*

11.10am – 11.45 noon: Tanja Hendriks (University of Edinburgh)

11.45am – 12.20 pm: Evelien Storme (KU Leuven)

12.30 noon – 1.30pm: Lunch

Afternoon:

CHAIR: 1.30pm – 6.50pm: Paul Nugent (U of Edinburgh)

ESR presentations (with 3 guiding questions -see above)

1.30pm – 2.05pm: Yayi Zheng (Aarhus University)

2.05pm – 2.40pm: Suvi Lensu (University of Edinburgh)

2.40pm – 3.00pm: Coffee break

3.00pm – 3.35pm: Kofi Akpabli (University of Ghana)

3.35pm – 4.10pm: Rune Larsen (KU Leuven)

4.10pm – 4.30pm: short break

4.30pm – 5.05pm: Miriam Hanna Ancilla Waltz (Aarhus University)

5.05pm – 5.40pm: Olivia Gieskes (university of Edinburgh)

5.40pm – 6.15pm: Boadu Nana Aba (Univ of Ghana)

6.15pm – 6.50pm: Kirsten Nielsen (University of Oslo)

Monday 6 January: Day 2

Morning:

CHAIR: 9.00am – 12.50pm: Andrew Bowman (U of Edinburgh)

ESR presentations (with 3 guiding questions- see above)

9.00am – 9.35pm: Cecilie Baann (Aarhus University)

9.35am – 10.10am: Konstantin Biehl (University of Oslo)

10.10am – 10.30am: Coffee break

10.30am – 11.05am: Charlene Kopf (University of Oslo)

11.05am – 11.40am: Selikem Segbefia (University of Ghana)

11.40am-12.15pm: Janine Patricia Santos (KULeuven)

12.15pm – 12.50 Edwin Ameso (Aarhus University)

12.50pm – 1.50pm: Lunch

Afternoon:

CHAIR: 1.50pm – 6.15pm: Gerhard Anders (U of Edinburgh)

ESR presentations (with 3 guiding questions - see above)

1.50pm – 2.25pm: Lydia Amoah

2.25pm – 3.00pm: Annigje Van Dijk (KU Leuven)

3.00pm – 3.35pm: Nicholas Wainman (Aarhus University)

3.35pm – 3.55pm: short break

3.55pm – 4.30pm: Grace Opare (University of Ghana)

4.30pm – 5.05pm: Lindokuhle Khumalo (University of Oslo)

5.05pm – 5.40pm: Emmanuel Badu Amoah (University of Ghana)

5.40pm – 6.15pm: Carla Cortes: Aarhus University

6.00pm – 7.15pm: Dinner-break

Evening:

7.15pm – 8.30pm: Chair: Filip De Boeck (KULeuven)

Lecture: *Ebola and viral persistence: security, survivors and the narration of outbreaks* by **James Fairhead** (University of Sussex).

In the 1870s, when the origin and epidemiology of plague (Yersinia pestis) was still unknown, a debate unfolded among colonial medical scientists concerning whether the plague was manifesting in some patients in a less virulent and debilitating form that did not kill, but which allowed patients to remain “a long-term source of human infection (Lynteris).” Medics christened this Pestis ambulans or “ambulatory plague” and discussed the security implications if plague could “remain unseen over longer or shorter periods of time and then ‘revive’ so as to strike back at humanity.” Lynteris, who documents this, shows how this idea fed into securitization anxieties “about controlling subaltern bodies, and how the concern about this “phantom” form of plague was further fanned by reports of “unrecognized cases or means of infection” lurking in European cities, such as Porto and Glasgow.” In this paper, I draw on this comparative context to examine similar debates that are emerging in relation to Ebola Virus Disease, as EBOV RNA has been detected intermittently among survivors up to 40 months after infection, with some survivors testing positive even after two negative tests, and some ‘flare ups’ of the epidemic have been attributed to persistence in survivors up to 18 months after infection (e.g. Cheung 2019). This paper probes how the interests of security and of survivors become entangled in the representation of viral persistence and epidemic origins.

Readings

- Fairhead, J. 2016. *Understanding social resistance to the Ebola response in the forest region of the Republic of Guinea : an anthropological perspective*. *African Studies Review* 59(3) 7-31.
- Fairhead, J. and D. Millimouno 2017. *Ebola in Meliandou: Tropes of 'sustainability' at Ground Zero*. In M. Brightman and J. Lewis (eds.) 2017 "The Anthropology of Sustainability" New York: Palgrave macmillan
- Abimbola S. *The foreign gaze: authorship in academic global health*. *BMJ Global Health* 2019;4:e002068. doi:10.1136/bmjgh-2019-002068

- Further reading: Fairhead, J. and M. Leach, 1995, 'False forest history, complicit social analysis: rethinking some West African environmental narratives', *World Development*, 23 (6): 1023-1036

Tuesday 7 January: Day 3

Morning

CHAIR: 9am – 12.30pm: Lotte Meinert (Aarhus U)

Writeshop with **Paul Stoller** (West Chester University)

The aim of this two-day workshop is to introduce doctoral students to the fundamental features and essential practices of ethnographic writing in the contemporary world. During the workshop participants will learn what distinguishes ethnography from other forms of academic and nonfiction representation. The technique of “Weaving the World,” the seamless linkage of ethnographic description to social analysis will be presented. Participants will be asked to read examples from the work of ethnographers who have, in various ways have attempted to use this technique to evoke social worlds through the evocation of space/place, character, and dialogue. These are strategies that ethnographic writers can use to ensure that readers come to know a people who live in a particular place.

During the workshop participants will write culture. The instructor will outline ethnographic writing practices—the “tricks of the trade.” He will then ask the students to begin to “Weave the World” by writing (1) short descriptions of place/space, dialogues and character portraits and (2) combine those elements into a short ethnographic essay that captures in prose the texture of place/space, dialogue, and character comprise an ethnographic event.

Day 1: Ethnographic Foundations and the Evocation of Place:

- Transforming academic prose into comprehensible language*
- Exercise in the evocation of place*
- Presentation of writing on space/place*
- Feedback*
- Homework: Dialogue and Character*

Readings (Read a sampling of these works)

- Behar, Ruth 2008. *An Island Called Home*. Rutgers UP
- Ghodsee, Kristin. 2016 *From Notes to Narrative*. U of Chicago Press.
- Goffman, Alice. 2014. *On the Run*. U of Chicago Press.
- Henley, Paul 2009. *The Adventure of the Real. (Part One)* U of Chicago Press
- Jackson, Michael 2011. *Life Within Limits*. Duke UP
- Stoller, Paul 1997. *Sensuous Scholarship (Prologue, chapter 1 and Epilogue)*
- Stoller, Paul 2002. *Money Has No Smell*. U of Chicago Press.
- Stoller, Paul 2014. *Yaya’s Story: The Quest for Well-Being in the World*. U of Chicago Press.
- Piers Vitebsky 2005. *The Reindeer People*. New York: Basic Books
- Wulff, Helena 2016. *The Anthropologist as Writer*. London: Berghahn Books.

12.30pm – 1.30pm: Lunch

Afternoon

CHAIR: 1.30pm – 4.00pm: Steven Van Wolputte (KULeuven)

Writeshop with **Paul Stoller** (West Chester University)

4.00pm - 4.30pm: Coffee break

4.30pm – 5.30pm: *ESR Meeting* + election of ESR representative

5.30pm – 6pm: Break with snack

Evening:

6pm-7.30pm: Workshop on *Digesting the field* with **Susan Whyte** and **Wenzel Geissler**

For this workshop we would like you to consider these questions as you think about your fieldwork and be ready to discuss them briefly with your colleagues.

1. Key moments:

Thinking of your fieldwork as an ethnographic journey, what landmarks were important and where were the turning points?

What discoveries or experiences pointed you in the direction in which you now are moving?

What stories or events changed your thinking?

2. Unexpected:

What did you learn that surprised or puzzled you?

Something that made you enthusiastic or intensely uncomfortable?

Is there anything in your fieldwork that is indigestible or likely to give you a stomach ache?

3. Clusters:

Which stories can you tell best? Which ones would you like to tell? Stories of people or objects?

Around what themes or topics do you have the most and/or the best material?

Into which bite-size pieces will you cut your material?

(Will you digest some portions first and then go on to others?)

4. Beginning:

What story, theme or cluster of material do you feel like writing about right now to make you start the work?

Assignment

Write a half page about a key moment or situation that captures something fundamental from your fieldwork.

Wednesday 8 January: Day 4

Morning

CHAIR: 9am – 12.30pm: Michael Eilenberg (Aarhus U)

9am – 12.30pm: Writeshop with **Paul Stoller** (West Chester University)

Day 2: Dialogue and the Construction of Character

a. Presentation of writing on dialogue (Morning)

b. Feedback

- c. *Character Portraits (Afternoon)*
- d. *Homework: Combine elements to write a draft essay,*

At the end of the course, the participants will have the creative foundation to produce evocative ethnography through ethnographic prose and/or film--a path to an engaged 21st century ethnography!

12.30pm – 1.30pm: Lunch

Afternoon

CHAIR: 1.30pm – 5.30pm: Paul Wenzel Geissler

Writeshop with **Paul Stoller** (West Chester University)

Possibility for an individual Skype session on ethics with **George Ulrich** (contact Mia)

5.30pm-6.00pm: break

Evening: 6.00pm – 7.00pm: CHAIR: Paul Wenzel Geissler

Lecture on *Fulani Pastoral Migration, Conflicts and Insecurity in Central Ghana* by **Steve Tonah** (University of Ghana)

The migration of pastoral Fulani herders from the northern savanna zone to the savanna-forest transition zone in Central Ghana has intensified in the last two decades. Increased animal and human population, and the poor management of resources, particularly during the dry season, poses a major challenge to residents in the area. This lecture explains how increased farmer-herder conflicts, the emergence of vigilantism and arson as well as continued prejudices and ethnocentrism amongst the different groups have resulted in a deterioration of the human security situation in the area.

Readings:

- Bukari, K. Noagah & Nicholas Schareika 2015. *Stereotypes, Prejudices and Exclusion of Fulani Pastoralists in Ghana. Pastoralism Research, Policy and Practice* 5: 20-32.
- Kuusana, E. Danyi & Kaderi N. Bukari 2015. *Land Conflicts between Smallholders and Fulani Pastoralists. Evidence from the Asante Akim North District (AAND). Journal of Rural Studies* 42: 52-62.
- Tonah, Steve (2015). *The Relationship between Farmers and Fulani Herdsmen in Ghana. In Dan Bright Dzorgbo & Steve Tonah (eds.) Sociology and Development Issues in Ghana. Pp. 222-242.*

Thursday 9 January: Day 5

Morning:

CHAIR: 9am – 12.30pm: Ann Cassiman (KULeuven)

Workshop on *Photography and field work* with **Nii Obodai** (Accra-based photographer)

12.30pm – 1.30pm: Lunch



This project has received funding from the European Union's Horizon 2020 research and innovation program under the Marie Skłodowska-Curie grant agreement no. 764546.

Afternoon:

CHAIR: 1.30pm – 3.00pm: Filip De Boeck (KULeuven)

1.30pm – 3.00pm: **Keynote Lecture** 'African Studies, Silence and the Aporia of decolonization' by **Elísio Macamo** (University of Basel) (open to the public)

Abstract: I want to claim there are reasons to assume that decolonization may be a logical impossibility. Any conceptual vocabulary, however radical, intelligible to anyone practising social science and the humanities remains hostage to the broader epistemological framework from which it seeks to escape. Genuine escape from the colonial nature of the social sciences and the humanities might entail silence, i.e. a conscious decision to keep quiet lest by being understood we risk losing control over what we mean. The lecture will explore this paradox underlying the practice of African Studies by African scholars through a critical reflection on two chapters ("Before we start" and "If Africans could speak") from my forthcoming book (Sovereign Reason: Issues in the methodology of African Studies, African Minds, Cape Town, Feb 2020). The goal is to encourage young scholars to invest their intellectual energy in framing their political discomfort with knowledge production in and on Africa in methodological terms.

3.00pm: *Social activity in Accra*: guided tour through Jamestown, visit to the Ussher Fort, James Fort and Brazil House

Dinner in Jamestown Café

*Workshop on Emerging Possibilities and New Inequalities in Africa
(with secondment partners)*

Friday 10 January: Day 6

Morning:

CHAIR: 9.00am – 12.30pm: Jose-Maria Munoz (U of Edinburgh)

9am – 10.30pm: Online Workshop on NVIVO with **Morten Nielsen (Part 1)**

Everyone watches the online lectures (part 1+2) before the start of the Summer School!

Lecture 1: <https://youtu.be/P8R1b3tKYS4>

Lecture 2: <https://youtu.be/TAGOc2i1GHw>

Readings:

- Nielsen, Morten (2018). *Dialogic aesthetics: Notes and nodes in analogical software coding in: M. Nielsen and N. Rapport, (Eds.): The Composition of Anthropology. How Anthropological Texts Are Written.* London, Routledge: pp. 137-154.

Possibility of individual supervision sessions with supervisors who are not around on the 12th.

10.30am – 11am: Coffee Break

11.00am – 12.30am: Lecture: *Insecurity, informality and precarity: Waste, value and work in Africa* by **Thomas Hylland Eriksen** (University of Oslo).

Taking as a point of departure Agamben's concept of homo sacer and Bauman's perspectives in Wasted Lives, with Douglas' seminal work on purity and boundaries hovering above, I wish to discuss how people who experience exclusion get by, and how informal work articulates with security and insecurity. Empirically, the focus is on scavenging, ragpicking, small-scale recycling and other ways in which waste is transformed into value by people without access to the predictable world of formal employment.

Readings

- Chalfin, Brenda. 2019. *Waste work and the dialectics of precarity in urban Ghana: durable bodies and disposable things*. *Africa* 89 (3):499-520.
- Lazar, Sian, and Andrew Sanchez. 2019. *Understanding labour politics in an age of precarity*. *Dialectical Anthropology* 43 (1):3-14
- Millar, Kathleen M. 2014. *The precarious present: Wageless labor and disrupted life in Rio de Janeiro, Brazil*. *Cultural Anthropology* 29 (1):32-53.

12.30pm – 1.30pm: Lunch

Afternoon:

CHAIR: Joshua Gariba (University of Ghana)

1.30pm – 3.00pm: Online Workshop on NVIVO with **Morten Nielsen (Part 2)**

1.30pm – 3.00pm: *Anthusia Board: Board meeting*

3.00-3.30pm: coffee break

3.30pm – 5.00pm: Lecture *State, social relations and security from below in Burkina Faso* by **Ludovic Kibora** (INSS -Burkina Faso/Secondment partner)

This paper presents the findings from a commissioned anthropological research programme focusing on security seen and experienced from below in Burkina Faso. The purpose was to contribute to a better understanding of citizens' perceptions and perspectives on security and safety challenges, such as armed attacks, terrorism, organised crime, delinquencies, cracks in the security system, poverty, drought, etc. Fieldwork was conducted in 13 municipalities across the country in a truly collective methodological endeavour (with anthropologists and sociologists) in an effort to write a collective document. The absence of the state, the emergence of self-defence groups, particularly the Dozos, Koglweogos and Roughas, and the practices of citizens of (in)securitization processes at the local level have been contextualised. I will present some preliminary findings, particularly by focusing on the process by which we analysed the fieldwork material.

Readings:

- Hagberg, Sten (2018) *Beyond regional radars: Security from below and the rule of law in the Sahel*, *South African Journal of International Affairs* 25(1): 21-37. DOI: 10.1080/10220461.2018.1417903

Evening:

8pm: Dinner at Restaurant *Coltrane* (Adenta) or *Little Havana* (Oshie Rd, Osu)

Saturday 11 January: Day 7

Morning:

CHAIR: 9.00am – 12.00 noon: Andrew Bowman (U of Edinburgh)

9.00am – 10.00am: Short presentations by 2 secondment partners (Each 30 mins')

Ludovic Kibora (INSS - Burkina Faso)

Ariane De Lannoy (Southern Africa Labour and Development Research Unit (SALDRU))

10.00 – 12.30am: *ESRs present their work* to the secondment partners through speed-presentations (part 1) (10 minutes each)

10.00am-10.15am: short break

10.15 am – 10.25am: Yayi Zheng

10.25am – 10.35am: Cecilie Baann

10.35am – 10.45am: Suvi Lensu

11.00am – 11.10am: Nicholas Wainman

11.15am – 11.25am: Lindokuhle Khumalo

11.30am – 11.40am: Tanja Hendriks

11.45am – 11.55am: Charline Kopf

12.00am – 12.10am: Konstantin Biehl

12.15pm – 1.15pm: Lunch

Afternoon:

CHAIR: 1.15pm – 5.30pm: Ann Cassiman

ESRs present their work to the secondment partners through speed-presentations (part 2)

1.15 pm – 1.25pm: Annigje van Dijk

1.30pm – 1.40pm: Rune Larsen

1.45pm – 1.55pm: Miriam Hanna Ancilla Waltz

2.00pm – 2.10pm: Kirsten Nielsen

2.15pm – 2.25pm: Edwin Ameso

2.30pm – 2.40pm: Carla Cortes

2.45pm – 2.55pm: Olivia Gieskes

3.00pm – 3.10pm: Evelien Storme

3.10pm – 3.30pm: Coffee Break

3.30pm – 5.30pm

Interactive workshop: *Research synergies and clusters within the Anthusia project* with **Lotte Meinert** (Aarhus University)

For this workshop we will all prepare 10 keywords about our research (empirical, theoretical, methodological – any theme or issue you would like to work further with). We will “play with” these keywords on cards to see which synergies and clusters might emerge, and based on this game we will think about and suggest common panels for conferences – which might later on emerge into our common publications.

Sunday 12 January: Day 8

Morning:

Individual supervision meetings + evaluation of the Summer School

10am – 11.30am (3 sessions parallel)

ESR Annigje Van Dijk with supervisors Ann Cassiman and Lotte Meinert

ESR Evelien Storme with supervisor Filip De Boeck

ESR Olivia Fifi Gieskens with Supervisor Michael Eilenberg

Visit to the W.E. Dubois Museum

Closing dinner: Zen Gardens (Orphan Crescent, Labone)

Monday 13 January: Day 9

Departure