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GEA 3600 Population and Geography of Africa

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Course meets: Tuesdays and Thursdays, 625pm-740pm, Ziff Education Building Room 120

Office hours: Tuesday & Thursday 3:30-5 (or by appointment)

Office: SIPA Level 3, room 308

See our Blackboard page on your MyFIU for sign-up pages, assignments, message boards, announcements etc.

Course Description

- How are popular representations of Africa reflected in development policy?
- What are the historical and globalized roots of 'underdevelopment' in Africa?
- What were the outcomes of big dam and fishing projects in Ghana and Tanzania?
- Is global warming the cause of the conflict in Darfur, Sudan?
- What are the ethics around diamond mining in Sierra Leone and oil drilling in Nigeria?
- How have women combined feminist and environmentalist efforts in Kenya?
- How has the 'War on Terror' reshaped African geopolitics?

Welcome to GEA 3600 Population and Geography of Africa! This course critically examines the major approaches to development on the African continent with a focus on African resources. We will review how these approaches are connected to and underpinned by historically persistent representations, policies and political inequalities and the ways in which they have changed over time. Using a case study approach we will consider one major resource each week, from water to wildlife, forests to farms, airways to rangelands, and including a consideration of African bodies themselves as resources and sites of development. Through these examples we will explore, discuss and debate the ideological foundations of varied development approaches and their political, social and economic outcomes for African people and places. In doing so we will also examine the ways in which African people and places are linked to broader international process. Finally we will pay attention each week to the ways in which dominant development practices have been taken up, resisted and reworked by Africans in varied ways.

Key **theoretical** goals of the class:

- To critically examine changing ideas of development in Africa in the context of a range of resources
- To historicize the construction of varied contemporary environments in Africa and related ecological and development issues
- To examine the links between representations of Africa and African bodies and historical and contemporary forms of extraction, exploitation, and development
- To consider the ecological, social and political outcomes of oil and mineral resource extraction, water, forest and rangeland management projects, conservation efforts and agricultural development in Africa
- To explore how ecological challenges are being addressed across a range of scales; from the global to the local

Key **global learning** goals of the class:

By the end of the course students will be able to:

- *Describe and critique* the dominant approaches to development in Africa
 - (GL1) Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- *Connect* key problems around ecology and development in Africa to histories, ideologies, policies, and resistances within and beyond the continent
 - (GL2) Global Perspectives: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
- *Participate* in key debates about the role of the environment in African ‘development’ and ‘underdevelopment’
 - Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Key **write-to-learn** goals of the class:

- *Critically evaluate* geographical arguments presented in a range of media (visual, oral and textual) through the use of writing exercises.
- *Learn, understand and communicate* key geographical concepts by writing for a range of audiences, including peers, the geographical scholarly community, and the public.
- *Practice writing* in a range of formats: abstracts, thesis statements and full research papers written for a geographical academic audience, write-to-learn reflective pieces, short films/presentations.
- *Collect, critically evaluate and utilize* geographical academic research in order to make a strong argument/ answer a carefully crafted research question.
- *Strengthen skills of peer-review* in a variety of forms

Required Texts

- A series of articles and book chapters are available on our Blackboard page.
- Film material is available on course reserve from the library (level 5).

Using Blackboard

- Our course will be web-assisted using Blackboard at <https://fiu.blackboard.com> or via ecampus.fiu.edu and the “login – Blackboard” tabs. You should check this website at least twice a week.
- You will log in to the site with the same username and password that you use for your email.
- For tech support with [ecampus Blackboard](https://ecampus.fiu.edu), contact them at: 305-348-2284 or in the Green Library Room 249. It is your responsibility to ensure that you have access to the course website.

Expectations of you

The following are strategies for completing this class with a strong and stress-free grade. Take note!

- **Attend and participate in class sessions**

Attendance and participation is a very important part of this class. All in-class and homework exercises will connect closely to the exams and assignments. Completing all of these is a very important and helpful way to obtain a high standard in this class. I understand that family, illness, and unexpected events may require you to miss class. With this in mind, I have designed the class so that you can miss 2-3 classes and blogs and still receive full credit. For this reason I do not need to know if you have to miss class for a wedding, a lab, a sports game, a party, work or a job interview. However do note that missing more than 3 classes and/or blogs will begin to seriously affect your final grade. Bear this in mind as you plan your semester schedule and let me know in the first week if you are likely to miss a lot of class time for any reason. Note that I post my lecture slides at the close of each 3-4 week block (and just prior to your tests). In the event of an absence, you will need to make arrangements with other students in the class to get notes.

- **Complete all assigned readings before class**

All lectures and discussion will assume a familiarity with the assigned readings. You are expected to come to all classes having completed all reading assignments, to be prepared to discuss the reading material, and to be able to participate in the class activities by sharing your thoughts, views and questions. Read critically! Try not only to understand and question the content of the assigned readings but the significance and validity of the argument and analysis presented. Raising questions about the readings in class and/or in office hours shows me that you are engaged and participating. I will provide some insights into strategies for reading critically on day 1. **You can expect to be called upon during each class to discuss your understanding of the reading material and to provide your thoughts, reflections and critiques.**

- **Laptops and cell phones**

Laptops can be useful tools for your learning and I recognize that completing our readings online enables you to avoid costly printing fees. However, as we all know, they can be distracting when used in class. For this reason I do not permit laptop use in the classroom during lectures, in-class exercises and discussion unless you have an exemption from the disability resource center. If you choose to read material in electronic form please come with your handwritten or printed notes and use these to refer to during discussion. During lectures please take notes in handwritten form. This inconvenience will be more than compensated for by the improved attention and focus you and your classmates will feel during the course.

I expect your full attention during our 75 minutes of class time. Cell phones must be turned off and in your bags throughout our sessions. Students with phones on their desks or who use their phones in any way will not receive participation for that day's class. If you repeatedly use your phone in class you will not receive participation credit for the semester. Please take note.

- **Respectful engagement**

Through an atmosphere of respect and consideration, the varied backgrounds and experiences brought to the classroom are our best resources for exploring the many issues

raised by the readings and in our discussions. The course is designed to be provocative, to engage you, and to push you and your peers to rethink taken for granted assumptions. Doing so can be unsettling and that's ok, that is what learning is all about. However we must work hard in-class to ensure that we are always respectful, empathetic and supportive. I expect you to listen actively and attentively to the opinions and thoughts of your peers, to respect the ideas of others even when they contradict or challenge your own, and to keep confidential any conversations we have in class that relate to particular individuals.

If you recognize yourself as someone who often contributes, work on listening to others and encouraging them to speak. If you know you are quieter, push yourself to share at least one reflection with the class or in small group discussions during each session. In a class this small we are fortunate to have the time for every student to contribute at least once during each session. I will call on you to do so.

What you can expect from me

- **Intellectual engagement**

My role in the course is to provide you with a foundation in the theories around development in Africa and the connections between these theoretical ideas and 'real world' examples. To ensure this is as rich, compelling and engaging process as possible I will regularly use a mix of media in class, combining short lectures with group discussion and individual work. My most important role in the class is to push your thinking beyond taken for granted assumptions through the material I cover, the readings I assign, the assignments I have designed, and the questions I ask you in class. Sometimes (often) I will take on a position that feels uncomfortable for you, sometimes this will reflect my opinions and sometimes not. The point is that we stretch ourselves and think critically about the ways we think about the world. I will encourage you to engage as actively as possible in this process and to push yourselves and your peers, respectfully, as we move through the class together.

- **Advising**

You can expect me to be available online from 9am-5pm on weekdays and to respond to your respectful and reasonable emails within 2 days (usually far sooner). I will also be available weekly during my office hours. You should also feel free to arrange to meet with me by appointment outside these times/days also.

- **Grading**

You can expect your assignments to be carefully reviewed and fairly graded according to transparent grading policies I will share with you beforehand. I try as hard as possible to return your assignments and exams within two weeks of receiving them and usually far sooner.

Other Important policies

- **Disability Accommodation**

To request academic accommodations due to disability please contact the disability resource center through their website <http://drc.fiu.edu/>. Please inform me as soon as possible about special accommodations.

- **Academic Integrity**

Plagiarism, cheating and other misconduct are serious violations of your contract as a student. You are expected to know and follow the University's policies. Plagiarism includes: using another writer's words or ideas without proper citation, citing your source but

reproducing exact words without quotation, borrowing the structure of another author's phrases or sentences without crediting them, and buying or borrowing the work of other students. Since our written work is completed in small steps it is very easy to spot plagiarized papers. Any student who plagiarizes in any form will receive no credit for the assignment. Without exception and however minor, in cases of plagiarism I instigate the required procedures with the University administration. I follow this policy strictly. Please see the following website for more details:

http://coeweb.fiu.edu/plagiarism/FIU_Procedures_in_Plagiarism.htm.

• Assignments

Except in the case of a verifiable medical or family emergency precluding timely submission, **late work and e-mailed work will never be accepted**. Please note (extenuating circumstances aside) there are also **no makeup** provisions for participation credit completed in class, course assignments, midterm or final exams. Handing in written documents constitutes an agreement that you have an electronic back-up copy.

• Grade contestations and incompletes

Contestations (in writing please) will receive a response within a week. I occasionally offer incompletes ("I" grades) for students who have completed most of the class in good faith but who have medical or family-related issues that have affected their ability to complete. Please come to me **as early as possible** if you feel this applies to you.

Requirements

1. In-class participation (20%)

Due during class session

You will be expected to come to all classes and to be prepared to discuss the reading material assigned for that day. All students can expect to be called upon for participation. Examples of 'participation' include the following and will be a useful way to prepare for in-class quizzes and writing exercises.

- Noting down the key words that arose for you from the readings
- Commenting on the readings and connecting readings to lecture/ other student's comments
- Raising questions about the content of the reading or lecture material
- Responding to questions that may be posed
- Providing insights into your understanding of the key concepts
- Connecting different students' comments and ideas together

In addition, during class we may complete a variety of short exercises intended to help you make connections between the class material and the course readings for that day. These exercises may take the form of a pop quiz on the readings, a worksheet connected to a film or another class material, or a group activity. A portion of these exercises will be collected at the end of session for grading.

2. **Weekly Blogs (20%)**

Due by noon on Tuesdays OR Thursdays (depending on your sign-up day) (one blog per week, set to a consistent day)

Each week, prior to ONE of the week's sessions you will be expected to write a short (400 word) post to the Blackboard blog. These blogs should provide a thoughtful commentary and critical engagement with at least one of the readings assigned for the week.

1. Begin with a 1-2 sentence overview of the reading.
2. Note 1-2 key words/concepts around which the reading centers.
3. Discuss the most interesting/ frustrating/ exciting/ engaging etc aspect of the pieces for you and why.
4. Close with 1-2 thoughtful questions raised by the readings to prompt in-class discussion.

Posts must be between 350 and 400 words (no shorter or longer) for full credit and are due by noon on the day of the class session for which the reading is set. Bloggers in particular will be called upon to comment, raise questions and facilitate discussion. Please sign up for your chosen regular **blog day in week 1 of class**. If you join the class after week 1 I will assign you a blog day and the list will be posted on Blackboard. You will only be able to blog on your assigned blog day. You may review other student blogs but your own must be entirely original. Note that copying ideas from other students constitutes plagiarism and will result in disciplinary action and a failing grade.

3. **Short Film/Video Mash Up Presentation (10%)**

Due at assigned intervals during the semester (one presentation per student only, groups of 3 max.)

At intervals during the semester small groups of students will produce and present a short film to the class aimed at teaching and reviewing a key course concept. These films can include visual and audio material produced originally by students and/or collected from a range of sources and edited together into short films no longer than 5 minutes. The film should clearly define the course concept assigned for that presentation and draw on a case study/ies to illustrate how this concept applies to Africa. The presentation will close with a Q and A session and a discussion of the key themes raised. We will review these as a class as a way to stimulate discussion, to learn about new case studies researched and to review key concepts of the class so far. You will be asked to **sign up for your chosen presentation week in week 1**. If you join the class after week 2 I will assign you a group and the list will be posted on Blackboard.

4. **Three course tests (35%: test 1 = 8%, test 2 = 12%, test 3 (in exam week date TBA) = 15%)**

You will complete three tests during the semester. These are designed to encourage you to review the key concepts, case studies and ideas presented in the class as we move through it. The tests will include a series of multiple-choice, map, short and mid-length written responses in which you will be asked to define key concepts and discuss the class lectures, film and reading material. More information to come.

5. Final research paper (15%: 5 draft exercises = 5% & final paper = 10%)

Format: 6-7 pages, 12 font, 1.5 space, 1-inch margins, stapled. Include a bibliography in Harvard or Chicago Reference Format. No late or emailed draft or assignments will be accepted.

In your final research paper I would like you to take up one key issue that we have covered in class (the history of colonialism, debt, unfair trade, corruption, nationalism, land ownership, food aid, ethnic conflict etc). Your paper should make an argument as to why this is a key development challenge and/or opportunity for Africa and Africans. You may choose to frame it around a critique of one of the class readings or one of the class films. What is the history of this issue, how did it develop and why? What models of development are connected to this issue (if any)? What are the impacts of this issue on the people and places within Africa (and *which* people and places in particular)? What social, cultural, political, economic and ecological factors are tied to this issue? How are people and places outside of Africa implicated or involved in this issue? Are there other related issues we must consider? How might this issue be addressed and by whom? In your paper you should focus in on a case study that illustrates this issue/problem – in this way you can ground your arguments in a real-life situation that affects people and places in Africa. This is your opportunity to take up an issue that is of particular interest to you and to explore it further independently. The research for your paper should come from a range of sources. Your first stop will be the wealth of resources we have covered in class; lectures, course films and course readings. I have included supplementary readings to assist you. You must then combine this with your own independent library research that may include other films available in the library and scholarly articles and books. Please note that Internet evidence may be used only where the source is considered relatively reliable (eg Governmental or Multi-lateral institutional statistics from the World Health Organization, the UN, or USAID). You will be assessed on:

- The quality of your argument about why your chosen issue is a key challenge for Africa
- Your integration of class concepts and materials
- The quality and use of research articles from class and that you have found yourself
- Your writing style, including clarity, structure, spelling and grammar.

Supplementary readings are offered throughout the semester and detailed below. You should read these if you select an essay topic from that week.

Course Content

Please note that all readings assigned for a particular day (Tues or Thurs) should be completed before class by all students. Regardless of whether it is your blog day, you will always be responsible for the daily reading either through discussion, pop-quizzes and/or group or individual class exercises.

January 6-11, Week 1**Representing Africa I: African voices**

Due by Thursday of week 1: Sign up for chosen blog days & presentation topic/date, complete assigned readings, complete homework blog assignment on Adichie & Wainaina

In our first 2 weeks we will consider the ways in which Africa is commonly understood and represented in scholarly, policy-based and creative materials produced by those outside of it. Our goal is to be aware of these problematic representations in order to understand their power and to establish a more critical and complex understanding of the Continent.

Readings:

- This syllabus
- Wainaina, B. (2006) 'How to write about Africa' *Granta* January 92-95
- Listen to: Adichie, C. (2009) 'The danger of the single story', presentation for TED talks, July, Oxford, England. Available at: www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

Homework assignment: DUE THURSDAY JAN 9, WEEK 1 by 12 noon, 350-400 word requirement

Read the article by Wainaina and listen to Adichie's account. Write a few lines on how her story and Wainaina's piece made you feel (intrigued, bored, frustrated, angry...? Describe your emotions explicitly). At what particular points did you experience particular emotions and why do you think this was the case? In your answer, tie in a discussion of the connections perhaps the contrasts between Wainaina's piece and Adichie's words. Close by articulating at least 1 question raised by your reflection of these pieces.

Post your blog to the forum space on our Blackboard page (under week 1).

January 13-17, Week 2:**Representing Africa II: the myth of the Dark Continent**

In week 2 we continue thinking about the historical and contemporary problematic representations of Africa.

Key concept: Orientalism

Readings:

- **Tues:** Brantlinger, P. (1985) "Victorians and Africans: The Genealogy of the Myth of the Dark Continent" in *Critical Inquiry* 12 Autumn
- **Thurs:** Jarosz, L. (1992) 'Constructing the Dark Continent: Metaphor as Geographic Representation of Africa' *Geografiska Annaler* 74B(2): 105-115

January 20-24, Week 3**African bodies 1: development through extraction**

In this week we will consider historical forms of development in Africa that have focused on African bodies as objects for resource extraction. We will focus here on the slave trade.

Key concept: Triangular trade

Readings:

- **Tues:** Issue 1. Did the Trans-Atlantic Slave Trade Underdevelop Africa? YES: Lovejoy, P. (1989) "The Impact of the Atlantic Slave Trade on Africa: A Review of the Literature", *Journal of African History*, [pp. 4 of *Taking Sides*]
- **Thurs:** NO: Thornton, J. (1992) excerpts from *Africa and the Africans in the Making of the Atlantic World, 1400-1680*, Cambridge University Press, [pp. 13 of *Taking Sides*]

Supplementary Readings:

- Northrup, (2001) 'Why were Africans enslaved?' in *The African Slave Trade*, 1-23
- Northrup, (2001) 'The effects of the slave trade' in *The African Slave Trade*, 101-132

- Rodney, W. (1961/1974) 'Europe and the Roots of African Underdevelopment - 1885' in *How Europe Underdeveloped Africa*, ch 4.

January 27-31, Week 4

The people and the parks: conservation as development

Thursday: Student film presentation 1

In week 4 we consider national parks and African wildlife as a key ecological resource on the continent. We will review the colonial history of conservation and critically examine the implications of conservation as development for African ecologies and African peoples.

Key concepts: Fortress Conservation, Community-based conservation

Readings:

- **Tues:** Neumann, R. (2002) The postwar conservation boom in British Colonial Africa. *Environmental History*, Vol. 7(1): 24-4
- **Tues/Thurs:** Igoe, J. (2004) 'Fortress Conservation: A Social History of National Parks' In *Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota*, Wadsworth Publishing, pp. 69-100.
- **Thurs:** Igoe, J. (2004) 'The Maasai NGO Movement and Tanzania's Transition from Fortress Conservation to Community-Based Conservation.' In *Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota*, Wadsworth Publishing, 103-133

Supplementary Readings:

- Issue 12. Is Community-Based Wildlife Management a Failed Approach [pp. 29 in *Taking Sides*]
YES: Balint, P. and Mashinya, J. (2006) "The Decline of a Model Community-Based Conservation Project: Governance, Capacity, and Devolution in Mahenye, Zimbabwe", *Geoforum* [pp. 231 in *Taking Sides*]
- NO: Rihoy, L., Chirozva, C. and Anstey, S. (2010) "People are Not Happy": Crisis, Adaptation, and Resilience in Zimbabwe's CAMPFIRE Programme," in F. Nelson (ed), *Community Rights, Conservation and Contested Land: The Politics of Natural Resource Governance in Africa*, [pp. 242 in *Taking Sides*]
- West, P. and Brockington, D. (2006) 'An anthropological perspective on some unexpected consequences of protected areas' *Conservation Biology* 20(3): 609-616

Test 1 (weeks 1-4): Tuesday of week 5, February 5th

February 3-7, Week 5

The politics of water: modernization and privatization

Tuesday: Test 1

This week we turn to the hotly contested debates around water resources in Africa. We consider the positive and negative outcomes of large dam projects and fish introduction projects as a form of development through modernization as well as the contemporary politics around the privatization of water.

Key concepts: modernization, privatization/neoliberalism

Readings:

- **Tues:** Lenocho, T. (2005) 'Beneath a fluid surface: the Volta Valley, the Dente Shrine and Kete-Krachi, Ghana' MA Thesis.
- **Tues/Thurs:** -- (1997) Nile Perch: Marketing Success or ecological disaster? Originally available through *Seafood International*. Now available online at <http://www.megapesca.com/nileperch.html> **OR:**
- Reynolds, J.E. and Greyboval, D.F (1988) 'Appendix: The Nile Perch Question: A General Review' *FAO documents*. Available at: <http://www.fao.org/docrep/005/t0037e/t0037e09.htm>
- **Thurs:** Bond, P. (2004) 'The Political Roots of South Africa's Cholera Epidemic in Mercer, MA. and Gish, O. (eds) (2004) *Sickness and Wealth* South End Press chapter 10

Supplementary reading:

- Issue 5. Have Free-Market Policies Worked for Africa?, [pp. 72 of *Taking Sides*] YES: Pamacheche, F. and Koma, B. (2007) "Privatization in Sub-Saharan Africa – An Essential Route to Poverty Alleviation," *Africa Integration Review* [pp.74 in *Taking Sides*]
- NO: Mkandawire, T. (2005) 'The Global Economic Context' in B. Wisner, C. Toulmin, and R. Chitiga (eds) *Towards a New Map of Africa*, Earthscan [pp. 88 in *Taking Sides*]

February 10-14, Week 6

Whose Farm? 1: Race/ethnicity and shifting land rights

Thursday: Final paper exercise 1 – your topic focus & draft 1 of title & thesis/ Qs.

Agricultural resources are central both to the everyday subsistence of many Africans and a significant form of internal and external revenue. This week we examine some of the historical and contemporary controversies around agricultural land tenure and land rights on the continent.

Key concepts: land appropriation/redistribution policy in Zimbabwe, Kenya & South Africa

Readings:

- **Tues:** IRIN Africa (2013) Why South Africa's Land Reform Agenda is Stuck [<http://www.irinnews.org/report/98572/why-south-africa-s-land-reform-agenda-is-stuck>]
- Green, H. (2013) South Africa and Zimbabwe: A Tale of Two Land Reforms Black Agenda Report [<http://blackagendareport.com/content/south-africa-and-zimbabwe-tale-two-land-reforms>]
- **Thurs:** Browse this site covering a range of issues relating to Southern African land redistribution: <http://www.pbs.org/newshour/bb/africa/land/archive.html>
- **Thurs:** Anon. 2009. Buying farmland abroad: Outsourcing's third wave. *The Economist* 23 May.

Supplementary Readings:

- Millman, J. and Thurow, R. (2008). Food Crisis Forces a New Look at Farming. *Wall Street Journal* 10 June.

- Berry, S. (2002) Debating the Land Question in Africa *Comparative Studies in Society and History* Vol. 44(4): 638-668 [a long piece, focus on the events up to 1980]

February 17-21, Week 7

Whose farm? 2: Gender and shifting land rights

Tuesday: In-class test, Thursday: Student film presentation 2

In week 7 we examine gender and African forests/farmlands. We will use the case study of forestland to examine the rise of Gender and Development approaches in international policy, as well as more localized forms of 'eco-feminism'.

Key concepts: **WID/WAD/GAD development policies, patriarchy**

Tuesday:

- **Tues:** Issue 14. Are Women in a Position to Challenge Male Power Structures in Africa? [pp. 282 in *Taking Sides*]
YES: Schroeder, R. (1999) *Shady Practices: Agroforestry and Gender Politics in The Gambia* University of California Press. [pp. 284 in *Taking Sides*]
- **Thurs:** NO: Human Rights Watch (2003) *Double Standards: Women's Property Rights Violations in Kenya* [pp. 290 in *Taking Sides*]

February 24-28, Week 8

The Green and Gene Revolutions in African farming

In week 8 we take a critical look at some of the shifting development policies linked to agriculture focusing on the Green and Gene Revolutions. Here we will debate their varied social, ecological, political and economic impacts.

Key concepts: **modernization, green and gene revolutions, AGRA**

Readings:

- **Tues:** Issue 11. Does African Agriculture Need a Green Revolution? [pp. 217 *Taking Sides*]
YES: Annan, K. (2007) Remarks on the Launch of the Alliance for a Green Revolution in Africa at the World Economic Forum, Cape Town South Africa, June 14 [pp. 219 in *Taking Sides*]
- **Thurs:** NO: Thompson, C. (2007) Africa: Green Revolution or Rainbow Revolution? *Foreign Policy in Focus*, July 17. [pp. 223 in *Taking Sides*]

Supplementary Readings:

- Conway, G. 'From the Green Revolution to the Biotechnology Revolution: food for poor people in the 21st Century'
- Holt-Gimenez, E. (2006). 'Ten reasons why the Rockefeller and the Bill and Melinda Gates Foundations' alliance for another Green Revolution will not solve the problems of poverty and hunger in sub-Saharan Africa. *Food First Policy Brief* No. 12.
- Holt-Gimenez, E., Patel, R. and Shattuck, A. (2009) 'Ending Africa's Hunger' *The Nation*

March 3-7, Week 9:**Feeding the famine? Food aid or food trade**

Tuesday: Final paper exercise 2 – Annotated bibliography & draft 2 of title & thesis/Qs

Thursday: Student film presentation 3

This week we continue our focus on food and agriculture, examining the debates around food aid and the possibilities for fair trade as an alternative form of development.

Key concepts: food aid, GMOs

Readings:

- **Tues:** Zerbe, Noah (2004) 'Feeding the Famine? American Food Aid and the GMO debate in Southern Africa' in *Food Policy* 29 pp 593-608
- **Tues/Thurs:** Issue 8. Does Foreign Aid Undermine Development in Africa? [pp. 157 in *Taking Sides*]
YES: Moyo, D. (2009) Why Foreign Aid is Hurting Africa *The Wall Street Journal*, March. [pp. 159 in *Taking Sides*]
- **Thurs:** NO: Shah, A. (2009) Slamming Aid *Policy Review*, June/July [pp. 164 in *Taking Sides*]

Supplementary Readings:

- Petit, N. Ethiopia's Coffee Sector: A Bitter or Better Future? *Agrarian Change*, Vol. 7(2): 225-263

March 10-14, Week 10**SPRING BREAK**

Spend this week resting, reviewing class material from weeks 5-9 for our next test and working on your final research paper.

Test 2 (weeks 5-9): Tuesday of week 11, March 18th

March 17-21, Week 11: Politicizing Rangelands: debating overpopulation

Tuesday: Test 2

In week 11 we turn to a discussion of rangeland ecologies and rangeland management as a form of development. We will critically review the arguments around overpopulation, climate change and desertification and consider some of the possible political, social and environmental roots of rangeland resource conflicts.

Key concepts: Malthusian theory of overpopulation, political ecology

Readings:

- **Tues:** Issue 9. Is Climate Change a Major Driver of Agricultural Shifts in Africa? [pp. 176 of *Taking Sides*]
YES: Kurukulasuriya, P. et al (2006) Will Africa Survive Climate Change? *World Bank Economic Review*, [pp. 178 of *Taking Sides*]
- **Tues/Thurs:** De Waal, A. (2007) 'Is Climate Change the Culprit for Darfur?' Read online at: <http://www.ssrc.org/blogs/darfur/2007/06/25/is-climate-change-the-culprit-for-darfur/>

- **Thurs:** NO: Mertz, O., Mbow, C., Reenberg, A. and Diouf, A. (2009) Farmers' Perception of Climate Change and Agricultural Adaptation Strategies in Rural Sahel, *Environmental Management* [pp. 184 in *Taking Sides*]

Supplementary Readings:

- Rowntree, K., Duma, M., Kakemo, V., Thornes, J. (2004) 'Debunking the myth of overgrazing and soil erosion' *Land Degradation and Development*, Vol. 15(3): 203-214
- Davis, D. (2005) 'Indigenous Knowledge and the desertification debate: problematising expert knowledge in North Africa' *Geoforum*, Vol. 36(4): 509-524
- Issue 10. Is Food Production in Africa Capable of Keeping Up With Population Growth? [pp. 194 in *Taking Sides*] YES: Mortimore, M, and Tiffen, M. Population and Environment in Time Perspective: The Machakos Story *People and Environment in Africa* John Wiley and Sons, 1995 [pp. 196 in *Taking Sides*]
- NO: Murton, J. (1999) Population Growth and Poverty in Machakos District, Kenya. *The Geographical Journal* [pp. 205 in *Taking Sides*]

March 24-28, Week 12

A resource blessing or curse? Debating dependency and development in mineral and oil extraction

Tuesday: Final paper exercise 3 (between weeks 9 & 12), & 4 – drafted introductory paragraph, detailed outline/structure of each section including subheadings, correctly formatted bibliography.

Thursday: Student film presentation 4

In week 12 we critically examine the politics around mineral and oil extraction in Africa, focusing primarily on diamond mining and oil drilling. We will review the benefits of such practices for national development as well as the problematic implications of local access to land, ecological destruction and civil conflict.

Key concepts: overconsumption, dependency theory, resource curse

Readings:

- **Tues:** Sachs, J. and Andrew M. Warner (2001) The curse of natural resources. *European Economic Review* 45: 827-838.
- **Tues/Thurs:** O'Neill, Tom. 2007. *Curse of the Black Gold: Hope and betrayal on the Niger Delta* AND Gettleman, J. (2014) The Price of Precious from *The National Geographic*
- **Thurs:** Testimony by Deputy Assistant Secretary Todd Moss, Bureau of African Affairs, US Department of State Senate Foreign Relations Committee, Subcommittee on African Affairs, Sept 24 2008.

Supplementary Readings:

- Maconachie, R. and Binns, T. (2007). 'Beyond the resource curse? Diamond mining, development and post-conflict reconstruction in Sierra Leone'. *Resources Policy* 32: 104-115

March 31-April 4, Week 13**Oceans & Airways: the War on Terror in Africa and other geopolitical shifts**

This week we explore the ways in which Africa has been used as a site for geopolitical strategy and conflict between the 1960s and today. In particular we examine the impact of the Cold War on African politics and the contemporary War on Terror.

Key concepts: Geopolitics, neocolonialism

Readings:

- **Tues:** Abrahamsen, R. (2004) 'A breeding ground for terrorism?: Africa and Britain's 'War on Terrorism'' *Review of African Political Economy*, 31(102): 677-684 AND Gettlemen, J. (2013) Ominous Signs, Then a Cruel Attack: Making Sense of Kenya's Westgate Massacre *The New York Times* September 27
- **Tues/Thurs:** Issue 7. Is Increasing Chinese Investment Good for African Development? [pp. 128 in *Taking Sides*]
- **YES:** Sautman, B. and Hairong, Y. (2007) Friends and Interests: China's Distinctive Links With Africa *African Studies Review*. [pp. 130 in *Taking Sides*]
- **Thurs:** NO: Carmody, P. and Owusu, F. (2007) Competing Hegemons? Chinese Versus American Geo-Economic Strategies in Africa *Political Geography* [pp. 148 in *Taking Sides*]

Supplementary Readings:

- Mamdani, M. (2009) 'The Cold War and its Aftermath' in *Saviors and Survivors: Darfur, Politics and the War on Terror*, 206-277. Pantheon Books
- Owusu, F. (2007) 'Post 9/11 US Foreign Aid: The Millennium Challenge Account and Africa: How many birds can one stone kill?' *Africa Today* 54(1): 3-26
- Auma, D. (2007) 'US rendition on trial in Africa' *Spero News*, Sept. 25th. Available online at <http://www.speroforum.com/a/11196/US-rendition-on-trial-in-Africa>

April 7-11, Week 14**African Bodies 2: high-tech development and the 'Brain Drain'**

Thursday: Final research paper exercise 5 – full draft of complete paper.

In week 14 we return to a focus on African bodies, here with an interest in African minds as sites of development. We will consider the debates around skilled migration and the 'Brain Drain' and explore the exciting developments in the high-tech and services sectors in the last decade.

Key concepts: brain drain, leapfrog development

Readings:

- **Tues:** Akokpari, J. (2006) Globalization, Migration and the challenges of development in Africa. *Perspectives on Globalization, development and technology*. Vol. 5(3): 125-153
- **Tues/Thurs:** Issue 6. Do Cell Phones and the Internet Foster "Leapfrog" development in Africa? [pp. 103 in *Taking Sides*]
YES: Okpaku, J. (2006) 'Leapfrogging into the Information Economy: Harnessing Information and Communications Technologies in Botswana, Mauritania and

Tanzania' in L. Fox, and Liebenthal, R. (eds) *Attacking Africa's Poverty: Experience from the Ground*, World Bank [pp. 105 *Taking Sides*]

- **Thurs:** NO: Carmody, P. (2009) A New Socio-economy in Africa? Thintegration and the Mobile Phone Revolution *The Institute for International Integration Studies Discussion Papers* [pp. 116 in *Taking Sides*]

April 14-18, Week 15

Tuesday: Student film presentation 5 & 6

Thursday: Final Research Paper & Portfolio (including all draft exercises).

This is due at the start of class (no late or emailed assignments accepted).

Please post one copy of the final paper (not the drafts) to turnitin.com by Wednesday 16th at midnight.

This week we will reflect on the key concepts, themes and case studies we have covered over the class and review these together. We'll return to our discussions on day 1 and consider how our dominant understandings and representations of the continent have been challenged, reworked or reinforced by our readings, in-class discussions and coursework. We'll close by considering how this process might reshape our encounters with and understandings of Africa and our next steps as critical scholars of population and development.

- **Tues/Thurs:** No new assigned readings. Review any missed/ difficult readings

Final test: Week 16 (date TBA).

See www.myfiu.edu for details regarding date, time and location