

Globalization and Africa

IAFS 4500
Spring 2018
Tues. & Thur. 12:30-1:45pm CLUB 6
Office Hours: Mondays 9:30-11:30am
Hazel Gates Woodruff Cottage 211

Robert Wyrod
Assistant Professor
Dept. of Women & Gender Studies
International Affairs Program
robert.wyrod@colorado.edu

Course Description

Africa is region of the world undergoing dramatic social change, including the highest rates of urbanization in the world, rapid economic growth, and rising economic inequality. This course will examine how globalization matters to these dynamics, including the changing nature of development assistance, the vast landscape of non-governmental organizations, and new social and cultural movements across the continent. The course will focus on sub-Saharan Africa and explore a wide range of contemporary issues, such as debates over global development assistance in Africa, human rights, environmental issues, and the impact of new development partners such as China.

Expectations and Assignments

Attendance. You are allowed 2 unexcused absences during the semester. Each additional unexcused absence will result in 5 points deducted from your final attendance grade. Excused absences are only allowed with permission of the instructor and must be approved before the class you miss. If you miss class due to an illness, you must provide a doctor's note within one week.

Grade: 5 percent (graded 100, 95, 90 points etc.)

Close reading and active participation in discussion. This course is a seminar and this requires all students to read, and be eager to discuss, all the required readings. The goal of our discussions is to create a space where we can draw on our own interests, experiences, and backgrounds to examine the assigned readings. Your active participation is an integral part of this course. Come to class with questions about the readings, points needing further clarification, a critique of the author's arguments, a comparison with earlier readings in the class, or comments about what you found particularly engaging about the readings. More than one substantive comment per class is considered "excellent" participation.

Reading responses. To facilitate your participation in discussion, twice during the semester you will write a short response to all of the required readings for one class. This should be two double-spaced pages (no more or less). Do not summarize the readings but instead focus on your response to the readings for that day. This can be what you found particularly engaging and informative about the readings, points needing clarification, a critique of the authors' arguments, and/or comparisons with earlier readings in the class. These reading responses will be used during class discussion so be prepared to elaborate on your comments. A schedule for your responses will be provided early in the semester. Upload response to the appropriate D2L Dropbox folder by midnight the day before class. Grade: 5 percent total (2.5 percent each). A grading rubric will be provided.

Midterm exam. The midterm exam will be an in-class exam where you will be required to answer several essay questions related to the first section of the course. No books or notes will be allowed.
Grade: 30 percent

Final research project. The main assignment for this class is a research paper on a topic of your choice. The goal is for you to gain some fluency in a substantive, real-world issue relevant to globalization and Africa. This paper should not just summarize the empirical literature on a given topic but make an argument about how best to answer your research question based on our readings, discussions, and your own outside research. This final project has four components:

1. **Research proposal.** One week after the midterm, you will submit a 2-page (double spaced) research proposal that specifies your research question, your approach to addressing this question, and possible implications of your research.
2. **Annotated bibliography.** When you submit your research proposal you will also submit a 2-page (double spaced) annotated bibliography. This is a bibliography that provides a brief summary of your most important sources.
3. **Research paper.** Your final research paper will be a 15-page (double spaced) paper that makes an original contribution to your topic. It will be due at the start of our final class.
4. **In-class presentation.** The final three classes will be dedicated to student presentations of your research papers. Each student will be required to give a brief summary presentation of your paper.

Further details on each of these four assignments will be provided in class. They will be graded as follows:

| | |
|--|------------|
| Research proposal and annotated bibliography | 10 percent |
| Research paper | 40 percent |
| In-class presentation | 10 percent |

Late paper policy. For your research proposal, annotated bibliography, and final research paper there is the following late policy: for every 24-hour period the paper is late your grade will be reduced by 5 points. For example, an A paper (95 points) that is 0-24 hours late would go from an A to an A- (90 points). No paper extensions will be granted.

Grade scale. The standard CU Boulder grade scale is posted on our D2L site.

Policies. At the end of this syllabus, I have provided important information on disabilities & medical conditions, religious observances, classroom behavior, discrimination & harassment, and the honor code. Please read all of these policies carefully.

Readings. All required readings are available as PDFs on our D2L site.

The use of laptops or phones is not permitted in this class.

| | | |
|----------------|-------------------|-----------------------------------|
| Tuesday | January 16 | Introduction to the Course |
|----------------|-------------------|-----------------------------------|

| | | |
|-----------------|-------------------|---|
| Thursday | January 18 | How to Think about Africa and Africans |
|-----------------|-------------------|---|

- Binyavanga Wainaina. "How to Write about Africa." *Granta* Vol. 92. 2005.
- John Reader. Prologue and Chapter 51 "The Invention of Africa" in *Africa: A Biography of the Continent*. Vintage. 1997.

| | | |
|----------------|-------------------|---|
| Tuesday | January 23 | How to Think about Globalization |
|----------------|-------------------|---|

- Manfred Steger. Chapters 1-3 in *Globalization: A Very Short Introduction*. Oxford University Press. 2013.

| | |
|-----------------|-------------------|
| Thursday | January 25 |
|-----------------|-------------------|

- Manfred Steger. Chapters 4-6 in *Globalization: A Very Short Introduction*. Oxford University Press. 2013.

| | | |
|----------------|-------------------|---|
| Tuesday | January 30 | How to Think about Globalization in Africa |
|----------------|-------------------|---|

- James Ferguson. Chapter 1 "Globalizing Africa? Observations from an Inconvenient Continent" in *Global Shadows: Africa in the Neoliberal World Order*. Duke University Press. 2006.
- Film in class: Excerpt from *Good Fortune*

| | | |
|-----------------|-------------------|---|
| Thursday | February 1 | Economic Globalization in Africa |
|-----------------|-------------------|---|

- "Africa Rising." *The Economist*. December 2011.
- Leonce Ndikumana. "Integrated Yet Marginalized: Implications of Globalization for African Development." *African Studies Review* 58(2): 7-28. 2015.
- **In-class Debate:** *The Economist* versus Ndikumana

| | | |
|----------------|-------------------|--|
| Tuesday | February 6 | Debating Foreign Aid for Africa |
|----------------|-------------------|--|

- William Easterly. Chapter 1 "Planners versus Searchers" in *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. Penguin. 2007.

| | |
|-----------------|-------------------|
| Thursday | February 8 |
|-----------------|-------------------|

- Jeffrey Sachs. Introduction and Chapter 13 in *The End of Poverty: Economic Possibilities of Our Time*. Penguin. 2006.
 - Read last: Preface to the 2015 Edition
- Dambisa Moyo. Preface, Introduction, Chapters 1, 5, and 10 in *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*. FSG. 2010.
- **In-class Debate:** Easterly & Moyo versus Sachs

Tuesday February 13 Global Health and the Politics of Foreign Aid

- Tony Barnett and Alan Whiteside. "Why Africa?" In *AIDS in the Twenty-First Century: Disease and Globalization*. Palgrave Macmillan. 2006.

Thursday February 15

PEPFAR Readings:

- Review PEPFAR website: <https://www.pepfar.gov/>
- Helen Epstein. Chapter 11 "God and the Fight against AIDS" in *The Invisible Cure: Africa, the West, and the Fight Against AIDS*. FSG. 2007.
- Robert Wyrod. "U.S. Spent Over a Billion Promoting Abstinence to Fight AIDS in Africa. Money Well Spent?" University of California Press Blog. 2016.

Global Fund Readings:

- Review Global Fund website: <http://www.theglobalfund.org/en/>
- Richard Feachem. "An Examination of the Global Fund at 5 Years." *The Lancet* 368: 537-40. 2006
- Wikipedia entry on The Global Fund:
https://en.wikipedia.org/wiki/The_Global_Fund_to_Fight_AIDS,_Tuberculosis_and_Malaria
- **In-class Group Discussion:** Politics of PEPFAR versus Global Fund

Tuesday February 20 Political Globalization and Human Rights in Africa

- Makau Mutua. "Human Rights in Africa: The Limited Promise of Liberalism." *African Studies Review* 51(1): 17-39. 2008. (Focus your reading on pages 30-37.)
 - We will discuss this reading in class on Thursday, not Tuesday.

Thursday February 22

- Dorothy Hodgson. "These are not our Priorities: Maasai Women, Human Rights, and the Problem of Culture" in *Gender and Culture at the Limits of Rights*. University of Pennsylvania Press. 2011.

Tuesday February 27 Politics of Sexual Rights in Africa: Case Study Uganda

- Final research paper topic check in
 - Please come prepared to present your idea for your final research paper
- Kristen Cheney. "Locating Neocolonialism, 'Tradition,' and Human Rights in Uganda's 'Gay Death Penalty.'" *African Studies Review* 55(2): 77-95. 2012.
- Film in class: Excerpt from *God Loves Uganda*

Thursday March 1

- Helen Epstein. Introduction, Chapter 12, Chapter 18, and Conclusion in *Another Fine Mess: America, Uganda, and the War on Terror*. Columbia University Press. 2017.

| | | |
|----------------|----------------|---|
| Tuesday | March 6 | Environmental Justice and Conservation in Africa |
|----------------|----------------|---|

- Jacklyn Cock. "The Radicalization of Environmental Justice in South Africa" in *Global Africa: Into the Twenty-First Century*. University of California Press. 2017.
- Review the website of the South African environmental organization EarthLife, <http://earthlife.org.za/>.

| | |
|-----------------|----------------|
| Thursday | March 8 |
|-----------------|----------------|

- Elizabeth Lunstrum. "Green Militarization: Anti-Poaching Efforts and the Spatial Contours of Kruger National Park." *Annals of the Association of American Geographers* 104(4): 816-832. 2014.

| | | |
|----------------|-----------------|-----------------------|
| Tuesday | March 13 | Midterm Review |
|----------------|-----------------|-----------------------|

- In-class review for midterm exam
 - Please come prepared with questions

| | | |
|-----------------|-----------------|---------------------|
| Thursday | March 15 | Midterm Exam |
|-----------------|-----------------|---------------------|

- In-class, essay-format midterm exam
 - Closed book and no notes

| | | |
|----------------|-----------------|--|
| Tuesday | March 20 | Cultural Globalization and African Arts |
|----------------|-----------------|--|

- Perry Hall. "Soul to Soul: Hip Hop, Globalization, and Africa" **pages 229-247 only** in *Globalization and Socio-Cultural Processes in Contemporary Africa*. Palgrave Macmillan. 2015.

| | | |
|-----------------|-----------------|--------------------------------------|
| Thursday | March 22 | The Art of the Research Paper |
|-----------------|-----------------|--------------------------------------|

- **Research proposal and annotated bibliography due**
 - Hard copy only handed in at the beginning of class
 - Please be prepared to tell the class about your research question
- Discussion of final research paper: argument, voice, sources, and citations
 - Wayne Booth et al. Chapter 7 "Making Good Arguments: An Overview" in *The Craft of Research*. University of Chicago Press. 2003.
 - Review Chicago Author-Date Citation Style

| | |
|----------------------|--------------------------------|
| March 26 - 30 | No Class – Spring Break |
|----------------------|--------------------------------|

| | | |
|----------------|----------------|------------------------|
| Tuesday | April 3 | China in Africa |
|----------------|----------------|------------------------|

- Jamie Munson, Tang Xiaoyang, and Liu Shaonan. "Working History: China, Africa, and Globalization" in *Global Africa: Into the Twenty-First Century*. University of California Press. 2017.
- Howard French. "The Conflict in China's African Investment." *The Atlantic*. May 2010.

| | |
|-----------------|----------------|
| Thursday | April 5 |
|-----------------|----------------|

- Deborah Brautigam. Chapter 11 "Rogue Donor?" in *The Dragon's Gift: The Real Story of China in Africa*. Oxford University Press. 2009.
- **In-class Debate:** China in Africa—Good or Bad for Africans?

| | | |
|----------------|-----------------|---------------------------------|
| Tuesday | April 10 | Global Flows of Migrants |
|----------------|-----------------|---------------------------------|

- Howard French. Introduction and Chapter 1 "Mozambique" in *China's Second Continent: How a Million Migrants are Building a New Empire in Africa*. Knopf. 2014.

| | |
|-----------------|-----------------|
| Thursday | April 12 |
|-----------------|-----------------|

- Gordan Mathews, Linessa Dan Lin, and Yang Yang. Chapter 3 "African-Chinese Relations" in *The World in Guangzhou: Africans and Other Foreigners in South China's Global Marketplace*. University of Chicago Press. 2017.

| | | |
|----------------|-----------------|---|
| Tuesday | April 17 | Research, Writing, and Consultations |
|----------------|-----------------|---|

- Individual meetings with Professor Wyrod about your research paper
 - Location: Professor Wyrod's office, 2nd floor Hazel Gates Woodruff Cottage

| | |
|-----------------|-----------------|
| Thursday | April 19 |
|-----------------|-----------------|

- Individual meetings continued

| | | |
|----------------|-----------------|--|
| Tuesday | April 24 | Causumerism, Voluntourism, and Celebrity Activism in Africa |
|----------------|-----------------|--|

- Lisa Ann Richey and Stefano Ponte. Chapter 5 "Doing Good by Shopping Well" in *Brand Aid: Shopping Well to Save the World*. University of Minnesota Press. 2011.
 - If you are unfamiliar with the (RED) campaign see website first: <https://red.org/>
- Teju Cole. "The White-Savior Industrial Complex." *The Atlantic*. 2012.

| | | |
|-----------------|-----------------|---|
| Thursday | April 26 | Student Research Paper Presentations |
|-----------------|-----------------|---|

| | | |
|----------------|--------------|---|
| Tuesday | May 1 | Student Research Paper Presentations cont. |
|----------------|--------------|---|

| | |
|-----------------|--------------|
| Thursday | May 3 |
|-----------------|--------------|

- **Final research paper due**
 - Hard copy only, handed in at the beginning of class

UNIVERSITY POLICIES

Disabilities & Medical Conditions

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see “Temporary medical conditions” under Quick Links at the Disability Services website (www.colorado.edu/disabilityservices) and discuss your needs with your professor.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please speak to me well in advance of any religious observance that conflicts with class or assignments.

See <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at:

<http://www.colorado.edu/policies/classbehavior.html> and at

http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU-Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website:

<http://www.colorado.edu/institutionalequity/>.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy (<http://www.colorado.edu/policies/academic-integrity-policy>) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible of violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at <http://honorcode.colorado.edu>.