**IAFS 4500-001: DEVELOPMENT, AID, AND COMMUNITY IN AFRICA**

**Fall 2022**

**CLUB 6**

Professor Myles Osborne

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Office: Hellems 242

Office hours: Tu/Th 2-3 (no appointment needed) & by appointment at all other times

**COURSE DESCRIPTION**

This upper-level course is designed to introduce students to the deeper histories of contemporary development and aid in Africa. It seeks to place these ostensibly modern institutions within the past 600 years of history, examining them in the context of African notions of self-help, community, gender, and social life. One of its major themes is considering the role women played in contesting and forming their communities, and tracing that thread through to the present day. The course touches on a number of themes important to understanding contemporary Africa, including gender relations, Islam, slavery and the slave trade, the impact of colonialism, and of course development and aid.

The course is organized into five modules. The first four comprise two weeks’ study leading up to the final module (Module 5) which brings the course to its main topic, addressed over the course of three weeks.

**COURSE TEXTS**

- Alexander Betts and Paul Collier, *Refuge: Rethinking Refugee Policy in a Changing World* (Oxford: Oxford University Press, 2017).

- Mariana Candido and Adam Jones, ed., *African Women in the Atlantic World: Property, Vulnerability & Mobility, 1660-1880* (Rochester, NY: James Currey, 2019).

- Beverly Mack and Jean Boyd, *One Woman’s Jihad: Nana Asma’u, Scholar and Scribe* (Bloomington: Indiana University Press, 2000).

- Dambisa Moyo, *Dead Aid: Why Aid Is Not Working and How There is Another Way for Africa* (New York: Penguin, 2009).

- Harmony O’Rourke, *Hadija’s Story: Diaspora, Gender, and Belonging in the Cameroon Grassfields* (Bloomington: Indiana University Press, 2017).

- William Powers, *Blue Clay People: Seasons on Africa’s Fragile Edge* (New York: Bloomsbury, 2006).

Journal articles are available through the CU Boulder Library, and other materials are gathered on the course website.

**COURSE POLICIES**

**Classroom Behavior**

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. 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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) policy, the [Student Code of Conduct](https://www.colorado.edu/sccr/student-conduct), and the [Office of Institutional Equity and Compliance](https://www.colorado.edu/oiec/).

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**Requirements for COVID-19**

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff and students. Students, faculty and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical or moral grounds through the MyCUHealth portal.

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office ([contacttracing@colorado.edu](mailto:contacttracing@colorado.edu)). You must let your professor know of your illness before missing any classes or assignments.

**Accommodations for Disabilities**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

**Preferred Student Names and Pronouns**

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

**Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](https://www.colorado.edu/sccr/honor-code). Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution (honor@colorado.edu); 303-492-5550). Students found responsible for violating the [Honor Code](https://www.colorado.edu/sccr/honor-code) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](https://www.colorado.edu/sccr/honor-code).

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these policies, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](https://www.colorado.edu/oiec/reporting-resolutions/making-report), and support resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit [Don’t Ignore It](https://www.colorado.edu/dontignoreit/).

**Religious Holidays**

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, you must inform youofessorses you will miss during Week 1.See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

**Attendance:** The nature of this course means that missing class will seriously impact your chances of success; attendance is therefore mandatory. Students missing THREE classes will have their grade reduced by one whole letter (i.e. B+ to C+). Arriving more than ten minutes after the beginning of class counts as an absence. FIVE absences or more is an automatic “F.

**Electronic Devices:** No laptops, phones, or other electronic devices will be permitted in this class.

**ASSIGNMENTS**

*Participation* 20%

This portion of your grade will be earned by regular and thoughtful contributions to class discussion, based on the assigned readings.

*2 Written assignments, based on pre-circulated questions (due 24 Sept, 29 Oct)* 30%

You will be required to write two critical essays responding to questions drawn from class topics over the course of the semester. Each assignment is worth 15% of your overall grade.

*Individual Research Presentation (on 1/3/8 Dec)* 30%

Near the end of semester you will present the results of independent research work. You will identify a research question early in the semester and work on it throughout, in consultation with Prof. Osborne. This presentation will relate to Module 5’s theme: Development, Aid, and Humanitarianism.

*Final Oral Examination (during Finals Week)*  20%

The final for this class is a 15-minute oral examination. In Week 12, you will receive a series of 10-12 pre-circulated questions based on the semester’s work. During the exam, Prof. Osborne will ask you questions drawn from this list. You will be expected to use evidence to make coherent arguments in your response. This examination is designed to help students practice the important skills of interview and oral argument that are so important moving forward.

\* You MUST hand in assignments on time, otherwise I will not accept them. The only possible exception is in a documented case of illness or some other extraordinary circumstance. In this situation, you must inform me a reasonable amount of time BEFORE the point that the assignment is due. \*

**CLASS SCHEDULE**

Each class will use different methodologies (ranging from small group work to lecture, and discussion to interactive exercise) to take on the topics below.

**Week 1**

Tue Aug 25 Introduction

Thu Aug 27 Images of Africa (Wainaina)

Readings:

- Binyavanga Wainaina, “How to Write About Africa,” *Granta 92: The View from Africa* (all).

https://granta.com/how-to-write-about-africa/

**Module 1: Community in the Middle Ages**

Tue Sept 1 Status (Kriger, Jones)

Thu Sept 3 Healing (Rasmussen)

Tue Sept 8 Marriage (Burrill)

Thu Sept 10 Brideprice (Wendo)

Readings:

- Emily Burrill, “Historicizing Social Justice and the Longue Durée of Forced Marriage in Africa," in *Marriage by Force?: Contestation Over Consent and Coercion in Africa*, ed. Annie Bunting et al. (Athens: Ohio University Press, 2016), xx-xx.

- Adam Jones, “Prostitution, Polyandry or Rape? On the Ambiguity of European Sources for the West African Coast, 1660-1860,” in *African Women in the Atlantic World: Property, Vulnerability & Mobility, 1660-1880* (Rochester, NY: James Currey, 2019), Chapter 5.

- Colleen Kriger, “From Child Slave to Madam Experience: One Woman’s Career in the Anglo-African World, c. 1675-1707,” in *African Women in the Atlantic World: Property, Vulnerability & Mobility, 1660-1880* (Rochester, NY: James Currey, 2019), Chapter 9.

- Susan Rasmussen, *Those Who Touch: Tuareg Medicine Women in Anthropological Perspective* (De Kalb: Northern Illinois University Press, 2006), selections.

- Charles Wendo, “African Women Denounce Bride Price,” *The Lancet*, February 28, 2004.

**Module 2: Slave Trade and the Atlantic World**

Tue Sept 15 The Trans-Atlantic Slave Trade and Social (Dis)Order (Semley)

Thu Sept 17 [www.slavevoyages.org](http://www.slavevoyages.org) and Digital Slave History (Schwarz, Law/Mann)

Tue Sept 22 Ethnicity and Identity in Africa (Stoller)

Thu Sept 24 (Re)Creating Africa in the Diaspora (Sweet) **\* First paper due Sept 24 \***

Readings:

- Robin Law and Kristin Mann, “West Africa in the Atlantic Community: The Case of the Slave Coast,” *William and Mary Quarterly* 56 (1999): 307-334.

- Suzanne Schwarz, “Adaptation in the Aftermath of Slavery: Women, Trade and Property in Sierra Leone, c. 1790-1812,” in *African Women in the Atlantic World: Property, Vulnerability & Mobility, 1660-1880* (Rochester, NY: James Currey, 2019), Chapter 1.

- Lorelle Semley, “Writing the History of the Trans-African Woman in the Revolutionary French Atlantic,” in *African Women in the Atlantic World: Property, Vulnerability & Mobility, 1660-1880* (Rochester, NY: James Currey, 2019), Chapter 10.

- Paul Stoller, *Money Has No Smell: The Africanization of New York City* (Chicago, IL: University of Chicago Press, 2002), Chapters 2 & 3.

- James Sweet, “The Evolution of Ritual in the African Diaspora: Central African *Kilundu* in Brazil, St. Domingue, and The United States, Seventeenth-Nineteenth Centuries,” in *Diasporic Africa: A View from History*, ed. Michael Gomez (New York: NYU Press, 2006), 64-80.

**Module 3: Women and Islam in West Africa**

Tue Sept 29 Women (Mack/Boyd)

Thu Oct 1 Community (Mack/Boyd)

Tue Oct 6 *Hadjia’s Story* (O’Rourke)

Thu Oct 8 Guest Speaker: Prof. Harmony O’Rourke

Readings:

- Beverly Mack and Jean Boyd, *One Woman’s Jihad: Nana Asma’u, Scholar and Scribe* (Bloomington: Indiana University Press, 2000).

- Harmony O’Rourke, *Hadija’s Story: Diaspora, Gender, and Belonging in the Cameroon Grassfields* (Bloomington: Indiana University Press, 2017).

**Week 8**

Tue Oct 13 Individual Meetings for Final Project w/Prof. Osborne

Thu Oct 15 Individual Meetings for Final Project w/Prof. Osborne

**Module 4: Colonial Development and Welfare**

Tue Oct 20 Colonial Development (Osborne, Hodge)

Thu Oct 22 Colonial Development (Feichtinger & Malinowski)

Tue Oct 27 Birthing and Babies (Hunt)

Thu Oct 29 Population Debates (Kokole) **\* Second paper due Oct 29 \***

Readings:

- Moritz Feichtinger and Stephan Malinowski, “’One Million Algerians Learn to Live in the 20th

Century’: Resettlement Camps and Forced Modernization in the Algerian War, 1954-1962,” *Journal of Modern European History* 10 (2010): 107-135.

- Joseph Hodge, “British Colonial Expertise, Post-Colonial Careering and the Early History of International Development,” *Journal of Modern European History* 10 (2010): 24-46.

- Omari Kokole, “The Politics of Fertility in Africa,” *Population and Development Review, Supplement: The New Politics of Population: Conflict and Consensus in Family Planning* 20 (1994): 73-88.

- Myles Osborne, “Controlling Development: ‘Martial Race’ and Empire in Kenya, 1945-1959,” *Journal of Imperial and Commonwealth History* 42 (2014): 464-485.

- Nancy Rose Hunt, “Le Bébé en Brousse: European Women, African Birth Spacing, and Colonial Intervention in Breast Feeding in the Belgian Congo,” *International Journal of African Historical Studies* 21 (1988): 401-432.

**Module 5: Development, Aid, and Humanitarianism**

Tue Nov 3 Aid (Moyo)

Thu Nov 5 Charitable Organizations (Powers)

Tue Nov 10 Humanitarianism (Barnett/Weiss)

Thu Nov 12 Self-Help (Chauvet/Gubert/Mesplé-Somps)

Tue Nov 17 Refugees (1) (Betts/Collier)

Thu Nov 19 Refugees (2) (Betts/Collier)

Readings:

- Michael Barnett and Thomas Weiss, *Humanitarianism in Question: Politics, Power, Ethics* (2008), selections.

- Alexander Betts and Paul Collier, *Refuge: Rethinking Refugee Policy in a Changing World* (Oxford: Oxford University Press, 2017).

- Lisa Chauvet, Flore Gubert, and Sandrine Mesplé-Somps, “Are Remittances More Effective Than Aid To Improve Child Health? An Empirical Assessment using Inter and Intra-Country Data,”  
 Annual World Bank Conference on Development Economics 2009, IBRD: 173-204, <https://pdfs.semanticscholar.org/6488/1489c8cec7287123d5da154ff4d368e55f03.pdf>

- Dambisa Moyo, *Dead Aid: Why Aid Is Not Working and How There is Another Way for Africa* (New York: Penguin, 2009).

- William Powers, *Blue Clay People: Seasons on Africa’s Fragile Edge* (New York: Bloomsbury, 2006).

**Week 14** Fall Break

**Weeks 15 & 16: Research Presentations**

Tue Dec 1 Research presentations

Thu Dec 3 Research presentations

Tue Dec 8 Research presentations

Tue Dec 10 Final Discussion/Wrap Up

Finals Week Final exam

**Module 5: Tanzania: *Ujamaa* and Socialism**

Tue Nov 3 Black Liberation, Pan-Africanism, and Tanzania

Thu Nov 5 Julius Nyerere and *Ujamaa*

Tue Nov 10 “Socialism” vs. Village Life [and third paper due]

Thu Nov 12 *Ujamaa*: Success or Failure?

Readings:

- Kelly Askew, “Sung and Unsung: Musical Reflections on Tanzanian Postsocialisms,” *Africa: Journal of the International African Institute* 76 (2006): 15-43.

- Laura Fair, “Drive-In Socialism: Debating Modernities and Development in Dar es Salaam, Tanzania,” *American Historical Review* 118 (2013): 1077-1104.

- Susan Geiger, *TANU Women*: Gender and Culture in the Making of Tanzanian Nationalism, 1955-1965 (Athens: Ohio University Press, 1997), Chapter 3.

- Julius Nyerere, “The Arusha Declaration,” “The Purpose is Man,” and “Freedom and Rural Development,” in *Freedom and Socialism/Uhuru na Ujamaa: A Selection from Writings and Speeches, 1965-1967*, ed. Julius Nyerere (Dar es Salaam: Oxford University Press, 1968).

- Julius Nyerere, *Women’s Freedom: Women are Eagles not Chickens* (Kampala: Fountain Publishers, 2013), selections.

- Barrie Sharpe, “’First the Forest’: Conservation, ‘Community’ and ‘Participation’ in South-West Cameroon,” *Africa: Journal of the International African Institute* 68 (1998): 25-45.

- Sonwabile Mnwana, “Mining and ‘Community’ Struggles on the Platinum Belt: A Case of Sefikile Village in North West Province, South Africa,” *The Extractive Industries and Society* 2 (2015): 500-508.