

# Globalization and Africa

---

IAFS 4500  
Fall 2020  
Tues. & Thur. 3:55-5:10pm HUMN 150  
Office Hours: Wed. 9:00-11:00am via Zoom

Robert Wyrod  
Associate 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**

**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.

**Quizzes.** There will be three in-class quizzes administered via Canvas. Be sure to bring a laptop on those days. Quizzes are always on a Thursday and cover required readings and lecture from the Tuesday class and required readings from the Thursday class.  
Grade: 15 percent total for all quizzes (5 percent each).

**Midterm exam.** The midterm exam will be an essay exam based on the first section of the course. No books or notes 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 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	5 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.

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

**Tuesday August 25 Introduction**

- Course and research paper overview

**Thursday August 27 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 September 1 How to Think about Globalization**

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

**Thursday September 3**

- **Quiz 1**
- Manfred Steger. Chapters 4-6 in *Globalization: A Very Short Introduction*. Oxford University Press. 2013.

**Tuesday September 8 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 September 10 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 September 15 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 September 17**

- 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 September 22 Global Health and the Politics of Foreign Aid**

PEPFAR Readings (group 1 only):

- 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.

**Thursday September 24**

Global Fund Readings (group 2 only):

- 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](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 September 29 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 October 1 The Art of the Research Paper**

- Final research paper topic check in
  - Please come prepared to present your idea for your final research paper
- 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

**Tuesday October 6 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 October 8**

- **Quiz 2**
- 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 October 13 Politics of Sexual Rights in Africa: Case Study Uganda**

- 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 October 15**

- 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 October 20 Midterm Review**

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

**Thursday October 22 Midterm Exam**

- Essay-format midterm exam administered online via Canvas

**Tuesday October 27 Globalization and Wildlife Conservation in Africa**

- 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.

**Thursday October 29 COVID in Africa & Research Proposal Discussion**

- Readings TBA
- **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

**Tuesday November 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 November 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 November 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 November 12**

- **Quiz 3**
- 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 November 17 Research, Writing, and Consultations**

- Individual meetings with Professor Wyrod about your research paper via Zoom

**Thursday November 19**

- No class. Professor attending conference

**Tuesday November 24**

- Individual meetings continued

**Tuesday December 1 Student Research Paper Presentations**

**Thursday December 3 Student Research Paper Presentations cont.**

- **Final research paper due**
  - Upload to Canvas by 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](mailto: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](http://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](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](mailto: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>.