

ISSS 4V86 Section 0U2 Course Syllabus



Development in Africa

University of Texas at Dallas

Summer 2010

Tuesdays 1 – 5 pm in WSTC 1.216

Instructor Contact Information

Alero Akporiaye

aea082000@utdallas.edu

WSTC 1.6

Office Hours: Tuesdays 11 am – 1 pm. Also available by appointment

Course Description

The intent of this course is to broaden students understanding of issues pertinent to African countries and move students away from the “popular” (CNN, National Geographic) coverage of African affairs. The class will focus on the trajectory of development in various African countries from pre-colonial times to modern day. Topics covered will include pre-colonial and colonial history, decolonization, politics, development, and conflict. We will look at how these issues have played out in individual countries and the continent as a whole.

Learning Objectives

This course is designed to increase students’ level of international awareness, especially regarding the African continent. Course material, derived from academic articles, government documents, reports, videos, and lectures, aims to develop students’ critical reading skills, analytical aptitude, and ability to formulate and present arguments. At the end of the course, students should be able to identify themes and factors that have shaped the history and contributed to the development trajectory on the continent.

Required Textbooks and Materials

Most of our reading material is available electronically through the library’s electronic database. Those unavailable are marked with an asterisk and will be provided for you.

Course Policies

Grading

Devoted class participation is essential for this course’s success; as such, students’ final grades will depend in large part (30%) on their preparation, participation in class discussion, and general contribution to the course’s intellectual climate. Remember that your physical presence in class is necessary for you to participate.

At the beginning of each class, you are required to turn in a reading reaction to the assigned reading material for the day. This reaction should consist of two questions that display your critical reading and analytical abilities. The reading reaction comprises 10% of your final grade.

Presentations on an African country of your choice will constitute 25% of your final grade. Instructions on the requirements for the presentation will be provided at a later date.

The last contribution (35%) to your final grade comes from a research paper that is due at the end of course. You will be provided with a range of topics you can choose from, but are welcome to pick a topic of your choice, which is subject to instructor approval. Requirements will be distributed at a later date.

Attendance

Attendance is mandatory, but sickness or other unavoidable absences will be excused by the instructor if notified in advance. You are responsible for all announcements and information given in class. Some of the lecture material will not be in the readings, and the instructor will not provide copies of class notes.

Extra Credit

Extra credit of 2.5% of your final grade is available for you to benefit from. Details on the assignment will be made available at a later date.

Late Work

Late submission of assignments is not permitted. After the due date, you will receive a penalty of 5 points per day for each day you fail to turn in the assignment. After a week, the penalty increases to 10 points per day.

eLearning

eLearning is used in this class. Course material will be uploaded and updated here. This is also how I will communicate with you. It is your responsibility to keep abreast of material and announcements made available to you through eLearning.

Cell Phones

Use of cell phones is not permitted during class time. Ensure that your cell phone is either off or turned on silent.

Classroom Citizenship

Students are expected to be attentive during class and to actively participate in group activities. You are expected to listen respectfully to the instructor and to other students when speaking. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. We may discuss issues that require sensitivity and maturity. Disruptive students will be asked to leave and may be subject to disciplinary action.

University Policies

Student Conduct and Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grades

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified

deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Tuesday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Resources to Help You Succeed

The university offers assistance to students in many areas. Please do not feel stigmatized by using these resources. Good students become better students by using them. The Office for Student Success, located in the Conference Center, offers a variety of programs to help you, ranging from individual tutoring to review classes for the GRE, GMAT, etc. They can be reached at 972- 883-6707.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that

exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.

Class Assignments and Academic Calendar

Any reading preceded by # will be provided for you.

Week One: Introduction – May 25

Discussion of the syllabus

How to use the library's resources

Quiz

Lecture: About Africa

Video: *The Danger of a Single Story* by Chimamanda Ngozi Adichie. Presented at the TED Conference July 2009

Week Two: Pre-colonial History – June 1

Nast, Heidi, J. 1996. Islam, gender, and slavery in West Africa circa 1500: A spatial archaeology of the Kano palace, Northern Nigeria. *Annals of the Association of American Geographers* 86, no. 1: 44 – 77 (**Read page 47 - 55**)

Evans, E.W. and David Richardson. 1995. Hunting for rents: The economics of slaving in pre-colonial Africa. *Economic History Review* 48, no. 4: 665 – 686 (**Read page 674 - 682**)

Smith, Robert. 1973. Peace and palaver: International relations in pre-colonial West Africa. *The Journal of African History* 14, no. 4: 599 – 621 (**Read page 599 - 612**)

Fagan, Brian M. 1969. Early trade and raw materials in South Central Africa. *The Journal of African History* 10, no. 1: 1 - 13

Week Three: Colonial History – June 8

Klima, Jan. 2010. The African encounter – The White man's burden and the black man. *New Presence: The Prague Journal of Central European Affairs* 13, no. 1 (Winter) 18 – 22 (**Read page 18 - 20**)

Newbury, C.W. and A.S. Kanya-Forstner. 1969. French policy and the origins of the scramble of West Africa. *The Journal of African History* 10, no 2: 253 – 276 (**Read page 253 - 269**)

Adichie, Chimamanda Ngozi. 2009. The headstrong historian. In *The thing around your neck*, 198 – 218. New York: Alfred A. Knopf (**Provided by Instructor**)

Boateng, Osei. 2010. Licence to colonise. *New African* February, no. 492: 14 – 20.

Griffiths, Iduwan. 1986. The scramble for Africa: Inherited political boundaries. *The Geographical Journal* 152, no. 2: 204 – 216.

Week Four: Decolonization and Independence – June 15

Ajayi, J.F. Ade. 1982. Expectations of independence. *Daedalus* 111, no. 2: 1 – 9

Ajayi, J.F. Ade. 1961. The place of African history and culture in the process of nation building in Africa South of the Sahara. *The Journal of Negro Education* 30, no. 3: 206 – 213.

Ajayi, J.F. Ade and E.J. Alagoa. 1974. Black Africa: The historians' perspective. *Daedalus* 103, no. 2: 125 – 134

Campos, Alicia. 2003. The decolonization of Equatorial Guinea: The relevance of the international factor. *The Journal of African History* 44, no. 1: 95 – 116

Week Five: Inherited Institutions – June 22

Ajayi, J.F. Ade. 1975. Higher Education in Nigeria. *African Affairs* 74, no. 297: 420 – 426.

Ajayi, F.A. 1960. The interaction of English law with customary law in Western Nigeria: I. *Journal of African Law* 4, no. 1: 40 – 50.

Ajayi, F.A. 1960. The interaction of English law with customary law in Western Nigeria: I. *Journal of African Law* 4, no. 2: 98 – 114.

Ludwig, Frieder. 2008. Christian-Muslim relations in Northern Nigeria since the introduction of Shari'ah in 1999. *Journal of American Academy of Religion* 76, no. 3: 602 – 637 (**Read page 606 - 617**)

Video: *Nigeria School*

Week Six: War and Conflict – June 29

Uche, Chibuike. 2008. Oil, British interests and the Nigerian civil war. *Journal of African History* 49: 111 – 135 (**Read page 111 - 122**)

Zack-Williams, Alfred B. 1999. Sierra Leone: The political economy of civil war, 1991 – 98. *Third World Quarterly* 20, no. 1: 143 – 162. (**Read page 143 - 152**)

Fein, Helen. 2009. The three P's of genocide prevention: With application to genocide foretold – Rwanda. In *The genocide studies reader*, eds. Samuel Totten and Paul R. Bartrop, 324 – 335. New York: Routledge. (**Provided by Instructor**)

Video: *Ghosts of Rwanda*

Week Seven: Politics, Coups, Dictatorships – July 6

Mboya, Tom. 1976. African Socialism. *Transition*, no. 50 (Oct., 1975 - Mar., 1976): 60-62

Biney, Ama. 2009. The development of Kwame Nkrumah's political thought in exile, 1966 – 1972. *Journal of African History*, 50: 81–100 (**Read page 81 - 84**)

Ake, Claude. 1993. The unique case of African democracy. *International Affairs* 69, no. 2: 239 – 244

Tsie, Balefi. 1996. The political context of Botswana's development performance. *Journal of Southern African Studies* 22, no. 4: 599 – 616

Week Eight: Development I – July 13

- Klitgaard, Robert. 1991. Adjusting to African realities. *The Wilson Quarterly* 15, no 1: 33 – 43.
- Sandbakken, Camilla. 2007. The limits to democracy posed by oil rentier states: The cases of Algeria, Nigeria, and Libya. *Democratization* 13, no. 1 (February): 135-162
- Owusu, Francis and Abdi Ismail Samatar. 1997. Industrial strategy and the African state: The Botswana experience. *Canadian Journal of African Studies* 31, no. 2: 268 – 299 (**Read page 274 - 291**)
- White, Joanna and John Morton. 2005. Mitigating impacts of HIV/AIDS on rural livelihoods: NGO experiences in sub-Saharan Africa. *Development in Practice* 15, no. 2: 186 – 199

Last day to withdraw from course with automatic W – July 19**Week Nine – Development II – July 20**

- Hyden, Goran. 2007. Governance and poverty reduction in Africa. *Proceedings of the National Academy of Sciences of the United States of America* 104, no. 43: 16751 – 16756
- Boudreaux, Karol and Tyler Cowen. 2008. The micromagic of microcredit. *The Wilson Quarterly* 32, no. 1: 27 – 31.
- Goldsmith, Arthur A. 2001. Foreign aid and statehood in Africa. *International Organization* 55, no. 1: 123 – 148 (**Read page 123 - 128**)
- Read the State's Department 2009 Human Rights Report on a previously assigned country. You can access the reports here: <http://www.state.gov/g/drl/rls/hrrpt/>. Each student will present on their country

Week Ten – Africa's Future – July 27

- United Nations Development Programme. 2009 Millennium Development Goals Report on Africa. You can access the report here:
<http://www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/Full%20Report-MDG-WEB.pdf>
- Shinn, David H. 2009. Africa: The United States and China try to court the continent. *The Journal of International Affairs* 62, no. 2: 37 – 53.

Week Eleven: Presentations – August 3**Week Twelve: Final Research Paper Due – August 10**

Due by 1 pm

These descriptions and timelines are subject to change at the discretion of the Instructor.