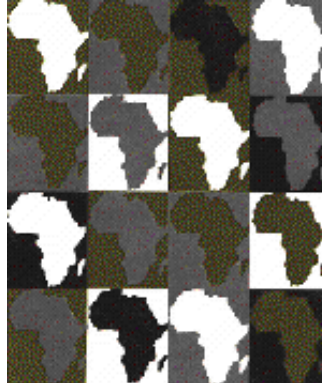


HURON UNIVERSITY COLLEGE  
CENTRE FOR INTERNATIONAL STUDIES  
2007-2008



## ICS 250F: AFRICA IN TRANSITION

<b>Instructor:</b>	Dr. Arja Vainio-Mattila	<b>Class Schedule:</b>
<b>Office:</b>	Room A209	Tuesdays
<b>Tel:</b>	438-7224, ext. 205	9.30 am to 12.30 pm
<b>E-mail:</b>	arja.vainio-mattila@uwo.ca	Room W12
<b>Office Hours:</b>	Thursdays 2pm-4pm	

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The aim of the course is to study how the processes of change in Africa can inform our understanding of development.

The course goals are:

- to explore a variety of contexts and processes of change within Africa
- to examine how Africans conceptualize development; its theory and practice
- to analyze African experiences of, and perspectives on, development impact patterns of change

The course format is interactive. This means that you will have opportunity to participate in class discussions, group activities and partner work. To ensure constructive and lively discussion, the participants will need to have familiarized themselves with the class topic prior to the class. The course format also offers some choice to the participants in terms of which assignments the participants will carry out and when.

## COURSE SCHEDULE AND READING

GS= Africa 11<sup>th</sup> edition, Global Studies

Sept 11: Introduction to the course & Why study Africa

Sept 18: **No class**

Sept: 25: Inventing Africa

- ✓ Freund, Bill (1998). *The Making of Contemporary Africa: The development of African society since 1800*, 334p. Chapter 5: The conquest of Africa, pp. 73-96.
- ✓ Ogot, B.A. (ed) (1992). *General History of Africa: Volume V Africa from the Sixteenth to the Eighteenth Century*, 489p. Chapter 2: African political, economic and social structure during this period, pp. 13-24

Oct 2: Explanations of Africa development

- ✓ Adedeji, Adebayo (ed.) (1993). *Africa within the World*. Chapter 1: Marginalisation and Marginality: Context, Issues and Viewpoints, pp1-13
- ✓ Smith, Malinda S. (ed.) (2003). *Globalizaing Africa*. Chapter 2: Globalizaing Africa and the Commonwealth by Ali A. Mazrui pp. pp 27-46
- ✓ Smith, Malinda S. (ed.) (2003). *Globalizaing Africa*. Chapter 3: Africa and the Invention of Democracy by Daniel M. mengara and Victoria Tietze Larson pp. 47-66

Oct 9 Different paths from past to future

- ✓ Odinga, Oginga (1967). *Not Yet Uhuru: An autobiography*. 325p. Chapter 6: Peasants in revolt, pp.95-122
- ✓ Fanon, Frantz (1967). *Towards the African Revolution: Political Essays*. Chapter 7: Decolonization and Independence, pp. 99-105

Oct 16: African philosophies

- ✓ Appiah, Kwame Anthony (1992). *In my father's house: Africa in the philosophy of culture*, 225p. Chapter 5: Ethnophilosophy and its critics, pp. 85-106.
- ✓ Mazrui, Ali A. (ed.)(1993). *General History of Africa: Volume VIII Africa since 1935*, 1044p. Chapter 21: Trends in philosophy and science in Africa, pp. 633-677
- ✓ Gutkind, Peter & Peter Waterman (eds.) (1977). *African Social Studies*, 481p. Chapter: Sekou Toure: the man and his ideas, pp. 329-342

Oct 23: Social organization: From kinship to community

- ✓ Amadiume, Ifi (1997). *Reinventing Africa*, 214p. Chapter 3: Theorizing matriarchy in Africa: kinship ideologies and systems in Africa and Europe, pp. 71-88.
- ✓ Kenyatta, Jomo (1965). *Facing Mt. Kenya*, 327p. Chapter 6: Initiation of boys and girls, pp. 125-148
- ✓ Grinker, Roy Richard and Christopher B. Steiner (1997). *Perspectives on Africa*. Blackwell Publishers: Oxford. 736p. Chapter 29: The economics of polygamy by Ester Boserup, pp. 506-517
- ✓ GS Chapters 10 and 13

Oct 30: Subsistence and environment

- ✓ Tesi, Moses K. (ed.) (2000). *The Environment and Development in Africa*, Chapter 1: Conseptualizing Africa's Environment: A Framework for Analysis, pp. 13-38
- ✓ Adams, Jonathan S. & Thomas O. McShane (1996) *The Myth of Wild Africa: Conservation without illusion*. University of California Press: Berkeley. 282p. Chapter 11: Conservation without myth, pp. 207-226
- ✓ Smith, Malinda S. (ed.) (2003). *Globalizaing Africa*. Chapter 21: Africa's Environmental Challenges

into the Twenty-First Century by Emmanuel Mapfumo, pp. 397-410

- ✓ GS Chapters 1 and 11

Nov 6: Conflict

- ✓ Amadiume, Ifi (2000). *Daughters of the Goddess, daughters of imperialism*, 300p. Chapter 5: Gender and class in campaigns and civil discourse, pp 106-121.
- ✓ Adedeji, Adebayo (ed) (1999). *Comprehending and Mastering African Conflicts: The search for sustainable peace and good governance*.377p. Chapter 1:Comprehending African conflicts, pp.3-21 & Chapter 12: Nigeria: A victim of its own success, pp. 221-235
- ✓ GS Chapters 3 and 9

Nov 13: Good governance and democracy

- ✓ Nyerere, Julius (1966) *Freedom and Unity*. 366p. Chapter 20: The African and Democracy, pp.103-106
- ✓ Hyden, Goran & Dele Olowu & Hastings W.O. Okoth Ogendo (eds.) (2000). *African Perspectives on Governance*. 323p. Chapter 3: Human rights and governance by Joan Kakwenzire, pp.61-90
- ✓ Tiekou, Thomas Kwasi (2004): Explaining the clash and accommodation of interests of major actors in creation of the African Union. In *African Affairs* (2004) Vol 103 No 411 pp249-268
- ✓ GS Chapters 4 and 6

Nov 20: In debt - not indebted!

- ✓ Adedeji, Adebayo (ed.) (1993). *Africa within the World*. Chapter 5: Uses and abuses of African Debt by Susan George, pp. 59-72
- ✓ Rodney, Walter (1972). *How Europe underdeveloped Africa*, 310p. Bogle-L'Ouverture Publications: London. Chapter 6 (partly): Colonialism as a system for underdeveloping Africa, pp.223-309
- ✓ Rugumamu, Severine M. (2001). Africa's debt bondage: A case for total cancellation. In *Eastern Africa Social Science Research Review*, Vol XVII No 1, pp 31-52
- ✓ Smith, Malinda S. (ed.) (2003). *Globalizaing Africa*. Chapter 11: Africa in the Global Economy: Aid, Debt and Development by Ghelawdewos Araia pp 199-216

Nov 27 Testing development, testing...

- ✓ Nyerere, Julius (1966) *Freedom and Unity*. 366p. Chapter 41: A United States of Africa, pp.188-194
- ✓ "The heart of the matter", pp. 22-24, *The Economist*, May 13<sup>th</sup>-19<sup>th</sup>, 2000
- ✓ Sithole, Jabulani (2001). Africa can only use own culture to influence globalization. *Global Policy Forum* at <http://www.globalpolicy.org>

Dec 4: Re-inventing Africa

## REQUIRED TEXTS

Global Studies (2005). Africa. 11<sup>th</sup> edition. An Annual Editions Publication

Reading Package, available through the Campus Bookstore.

## COURSE EVALUATION

### Your learning contract

This will allow you to specify your own learning objectives for this course, and gives you some flexibility to plan your workload through the term. To complete the learning contract, do the following:

- ✓ Read through all the assignment alternatives carefully then choose two assignments, and record your choices on the Learning Contract at the end of this package
- ✓ Next, you assign the grading weight you would like each of your assignments to carry. The weight for the two assignments and participation should add up to 100% and none should carry less than 25%. Please use numbers ending with a 0 or a 5. (e.g. 25, 30, 25 etc).
- ✓ Finally, assign your due dates. In assigning dates you need to consider your general workload. Use attached form for recording your learning contract and remember to make a copy for your own reference. The learning contract will not be graded, but not submitting one will preclude you from submitting any other assignments. The learning contract is due on Wednesday 25<sup>th</sup> of September.

### **Assignment 1: Participation**

On this assignment you will not have a choice! Participation will be based on attendance (30%) and my perception of your participation in class.

Here are some guidelines for your participation:

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

**Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

(from John Tyler in the Italian Studies department at Brown University, 2007)

### **Assignment 2: Bibliography on a selected topic**

Prepare a critical annotated bibliography of books, journal articles, and web sites on a topic of African development. This involves the following:

- Identify the topic and write a c. 500 justification of why the study of this topic will contribute to understanding of African development.
- A full bibliographic reference for each text. Minimum of ten sources (a balance of books, articles, and web sites) should be identified.
- Summary of each text (c 250 words for each annotation) explaining what the contribution of the text is to the topic you have identified.

### **Assignment 3: Term paper (c. 2500 words)**

For your paper you need to choose a novel (fiction) written by an African author addressing a development issue that is of interest to you. In your paper you need to discuss the relationship between the dominant development paradigm perspective and that of your chosen author on the issue you have chosen to discuss. Your paper should demonstrate your ability to analyze and problematize situations, and to develop alternative responses to the issue you have selected.

The purpose of the paper is not a book review, but an analysis of the ideas the author brings to a discussion of a selected issue on African development. To accomplish this you are expected to research the issue you are discussing and contextualize the author's ideas. The paper must include a list of references that are demonstrably used in the paper.

### **Assignment 4: Class Presentation (20 minutes)**

For your presentation you need to choose a novel (fiction) written by an African author addressing a development issue that is of interest to you. In your paper you need to discuss the relationship between the dominant development paradigm perspective and that of your chosen author on the issue you have chosen to discuss. Your paper should demonstrate your ability to analyze and problematize situations, and to develop alternative responses to the issue you have selected.

The purpose of the presentation is not a book review, but an analysis of the ideas the author brings to a discussion of a selected issue on African development. To accomplish this you are expected to research the issue you are discussing and contextualize the author's ideas. At the beginning of your presentation you are expected to hand to the instructor a list of references that are demonstrably used in the presentation.

***Note: Only a limited number of spots will be available for oral presentations!***

### **Assignment 5: Source analysis (c. 2500 words)**

Identify a topic related to African development on which there is considerable controversy and research this topic using a variety of sources. Discuss how the different types of sources (i.e. academic journals, academic discussion lists, news magazines, newspapers, websites, pod casts etc) treat the topic. Critically examine the ideas of perspective and authority as they relate to your topic.

### **Assignment 6: Group assignment for 2-3 participants**

You will make an oral presentation in the last class of the term on the topic "Re-inventing Africa" that examines how our perspective on Africa is/is not changing, and how it should/could change. Your presentation should persuade the audience to challenge stereotypical characterizations of Africa, and include:

- a demonstration of your sources, including a print out of the sources for the instructor
- well developed visual material to use during the 30 minute presentation participated in by all team members, and
- leadership role in a 10-15 minute discussion that will follow

**Note: All team members will receive the same grade for the assignment, although the individuals can weigh that grade differently.**

**Note: Only 2-3 of these spots will be available.**

**Please, study carefully the grading criteria presented on page 7 of this document!**

### **STYLE MANUAL**

Different disciplines require different styles to be used for footnotes, references and quotations. If you have not yet become familiar with a style, you may want to look at the suggestions made at the following site:

[http://www.huronuc.ca/library/research\\_guides\\_and\\_handouts](http://www.huronuc.ca/library/research_guides_and_handouts)

It is important that you consistently use one style throughout each assignment.

### **ITEMS TO NOTE**

1. Plagiarism. Please read carefully the statement made at the following site:

[http://www.huronuc.ca/library/research\\_guides\\_and\\_handouts](http://www.huronuc.ca/library/research_guides_and_handouts)

2. Counselling.

Centre for Global Studies students who require general advice about modules and courses offered in the Centre should contact the Acting Director (Dr. Trish Fulton), Centre for Global Studies, [cgshuron@uwo.ca](mailto:cgshuron@uwo.ca). and identify themselves as CGS students with course number and student number. For other academic information and advice, Huron students should contact Debbie Chadwick or Kent Robinson, Academic Counsellors. See the Academic Counselling website for information on services offered. [http://www.huronuc.on.ca/faculty\\_arts\\_social\\_science/academic\\_counselling/](http://www.huronuc.on.ca/faculty_arts_social_science/academic_counselling/) Non-Huron students should contact the Academic Counselling office in their Faculty.

3. Assignments.

- Students are responsible for keeping a copy of their work until they have received a final grade for the assignment.
- Do not hand in your assignments by slipping them under a door!
- Deadlines are absolute, no extensions will be considered and late work will not be graded, except as permitted by HUC policy for special examinations.

**\* NOTE: No deadlines can be set for dates after Tuesday 20th November, 2007!**

## GRADING GUIDELINES

### Grade descriptions

A+	90-100	one could scarcely expect better from a student at this level
A	80-89	superior work which is clearly above the average
B	70-79	good work, meeting all the requirements, and eminently satisfactory
C	60-69	competent work, meeting requirements
D	50-59	fair work, minimally acceptable
F	below 50	fail

All **written** assignments will be graded as follows:

#### 10% Format

- Structure (introduction, synthesis, analysis and conclusion)
- Clear thesis statement expressing in a nutshell what the reader can expect to read in the discussion
- Acknowledgement of all sources of information

#### 10% Style

- General readability
- Grammar and spelling
- Appropriate headings, sub-headings, illustrations and page numbering
- Conciseness

#### 40% Content

- Relevant and up to date material and sources used and indicated
- Use of examples
- Using a variety of appropriate sources in-depth academic research

#### 40% Process

- Synthesis: demonstrating a knowledge and understanding of current debates and issues
- Analysis: presenting and justifying your views and conclusions on the debates and issues

All **oral presentations** will be graded as follows:

#### 10% Format

- Structure (opening statements, discussion and closure)
- An introduction to capture audience attention

#### 10% Style

- General audibility
- Appropriate use of visual aids (overheads, posters, videos, slides etc.)
- Conciseness

#### 40% Content

- Well researched
- Use of examples
- Using a variety of appropriate sources in-depth academic research

#### 40% Process

- Synthesis: demonstrating a knowledge and understanding of current debates and issues
- Analysis: presenting and justifying your views and conclusions on the debates and issues

***LEARNING CONTRACT for ICS 250F***

Name \_\_\_\_\_

Student Number \_\_\_\_\_

E-mail address \_\_\_\_\_

**IMPORTANT!**  
**Keep a copy of**  
**this document**

***NOTE: No deadlines can be set for dates after Tuesday 20th November, 2007!***

Assignment Number 2 3 4 5 6 (circle chosen)

The deadline for this assignment is \_\_\_/\_\_\_/\_\_\_

Topic

Assignment Number 2 3 4 5 6 (circle chosen)

The deadline for this assignment is \_\_\_/\_\_\_/\_\_\_

Topic

My final grade will be made up as follows:

Assignment	____%
Assignment	____%
Participation	____%
TOTAL	100%

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date