**INST 4050 & 5050 / AAST 4050: Development, Africa, Culture**

Instructor: Marcus D. Watson Class Meets: M, 3:10 – 5:40 pm

Contact Info: mwatso10 / 766-4169 Location: Coe Library room 121

Office: 235 Ross Hall Semester: Spring 2015

Office Hrs: Tues. 9:30-11:30 am

 Thurs. 12:00-1:00 pm

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**COURSE DESCRIPTION**

How much of your Western self are you willing to sacrifice to help an African village? *Development, Africa, Culture* focuses on the complex and checkered relationships between Western-inspired development and African cultures. Striking a balance among ethnographic case studies, theoretical lenses, and practical implications, the course aims to help students understand what Euro-American efforts at foreign development, including contemporary globalization, look like from an African vantage. An understanding of African expectations of development and developers is especially important for students who hope to pursue practical development work in African contexts. What students will ultimately come to understand and reflect on is how ideas about progress in Africa have been, for decades, culturally biased and blind to a key reality: Improving Africa has as much if not more to do with understanding ourselves as it does with understanding foreign cultures.

**COURSE OBJECTIVES**

* To understand Western-inspired development efforts from colonialism to globalization
* To position students to think creatively and introspectively about improving the human condition
* To enhance critical thinking skills by analyzing stereotypes of African under-development
* To strengthen Text-Ray Vision, or development of college-level reading and writing skills
* *Ku lehisa mbilu* (Tsonga Language: Literally, *to lengthen the heart*, i.e. to increase capacity for empathy, patience, and understanding of human faults and differences)

**REQUIRED TEXTS**

* Bornstein, Erica. 2005. *The Spirit of Development*. Stanford University Press.
* Elyachar, Julia. 2005. *Markets of Dispossession*. Duke University Press.
* All other readings available via UW’s wyocourses or via the web.

**ASSIGNMENTS AND GRADING**

Final grades will be based on a map quiz, reading responses, elements of writing exercises, a final research paper, and participation, worth up to a possible total of 400 points. The map quiz (50) will be taken at the start of class on February 9. The purpose is to familiarize students with the African countries which will appear in texts during the semester. Students will also hand in 5 reading responses (50) at the start of the classes marked on the schedule below. A reading response is a critical examination of one day’s worth of readings. “Examination” means that you should not summarize readings or “describe them to death”; instead, offer a thoughtful analysis of readings, for example, by cross-examining a scholar’s evidence or discerning discrepancies between the arguments of two scholars. Take advantage of the reading responses as a space for coming to terms with diverse perspectives and your position in relation to them. Late responses will not be accepted without a written medical or academic excuse.

Additionally, students will complete 3 elements of writing exercises (150). Academic composition in the social sciences requires an appreciation for descriptive, analytical, and explanatory forms of writing, and the relationship among them. Therefore, students will submit a descriptive paper (30), an analytical paper (50), and an explanation paper (70) at the start of the classes shown on the schedule of readings below. Respectively, the three papers are to be a half page, a full page, and a page and a half in length—single spaced. Definitions of what the instructor means by description, analysis, and explanation will be given during the first day of class and reinforced intermittently thereafter. Directions for the papers will be communicated roughly a week prior to their due dates. Students will have the option of re-writing papers based on instructor feedback. If you re-write a paper, your final score will be the average of the first and second papers. Re-written papers must be handed in during the following class period with a clear heading, such as “Descriptive Paper: Re-Write,” the originally graded paper, and a paragraph explaining the changes made. Absent any of these parts, rewritten papers will be incomplete and left ungraded.

The purpose of the final research paper (100) is to bring academic theory to bear on development thinking related to a particular agency in Africa. The assumption is that academic and development perspectives are NOT the same. As will be seen during the semester, development is necessarily constrained by its own institutional survival, political context, and stated goals. Academic theory helps to pull development out of these constraints and situate it within a much broader framework of understanding. For example, issues such as power, colonialism, dependency, greed, agency, embodiment, etc. are usually left out of development’s own thinking and language practices. Academic theory brings these kinds of issues back into play (perhaps to the dismay and embarrassment of development practitioners).

For your paper, identify a development agency operating in Africa. The agency you choose is “up to you,” although you will want to be sure that there is enough information around the agency to write a convincing paper. Read as much as you can about the agency. Take note of the agency’s own language and practices. What would different theories say about this language and the practices? Which theories are particularly well suited to put the agency’s self-presentation into broader perspective? Respond to the GIST of these questions in 10-12 double-spaced pages. Be sure to include writing elements such as puzzle, question, thesis, methods, description, theory, analysis, and significance in your papers. Final papers are to be emailed to me by 12 noon on May 11.

Student participation (50) includes the classic idea of coming to class prepared to discuss readings, to ask and answer questions, and to contribute to in-class group work. However, participation will also be based on pairs of students leading class discussion on assigned days. On the first day of class, students will sign-up for this task. When it is their day to take charge, students must lead a class discussion for 30 to 40 minutes, though going over the time constraint is acceptable, sometimes unavoidable, and often productive. Student leaders may facilitate discussion for the entire time, ask fellow students to group-up to answer specific questions, or devise a novel plan of action. However, student leaders would be wise to cover the basics of the readings and to ask provocative questions which will elicit long and fruitful debates among students and instructor.[[1]](#footnote-1) Each student will sign up to present on two class days. NOTE: Students leaders are to email their lesson plan to the instructor by 12 noon on the Friday preceding their presentation. The instructor will provide feedback within 48 hours.

*\*Notes on All Written Assignments\**

*All written assignments have the following specifications in common: typed, 12 point font, Times New Roman typeface, 1 inch margins, double-sided, and heading information—such as name of course, student, and instructor, as well as the due date—situated in the header of the first page. However, while the final research papers must be double-spaced, all other writing assignments are to be single-spaced. In order of importance, papers will be graded in terms of (1) grasp of the skills in question, (2) depth of engagement with the assignment, and (3) execution of academic writing style. Students are encouraged to see instructor during office hours for guidance on written assignments.*

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| Map quiz 50 pointsReading responses 50 pointsElements of Writing 150 pointsDescription 30Analysis 50Explanation 70 Particip./Grp. Work…. 50 pointsFinal Paper 100 points***TOTAL 400 points*** | A = 360 – 400 Extraordinary workB = 320 – 359 Above average workC = 280 – 319 Average workD = 240 – 279 Below average workF = below 240 Lack of thought and skill |

**COURSE POLICIES**

Attendance:Students are expected to attend class regularly, though one unexcused absence will be permitted without penalty. Written medical or academic excuses are required after one absence. A half letter grade will be docked from the final grade for each unexcused absence over one.

Disabilities:If you have a physical, learning, sensory or psychological disability and require accommodations, inform me as soon as possible. You will need to register with, and provide documentation of your disability to University Disability Support Services: (UDSS), 330 Knight Hall.

Academic Dishonesty:UW Regulation 6-802. The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty will result in a grade of “0” on the assignment in question and an “F” for the course. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: <http://uwadmnweb.uwyo.edu/legal/universityregulations.htm>.

Additional Notes:(1)Students are expected to take twice as much time outside of class as in class studying for the course. (2) As upper-division students, you are entrusted to use technology devices for class purposes. (3) Students are expected to come and leave class on-time. (4) Email exchanges between students and instructor are a formal form of communication, meaning students should write in full sentences and use proper punctuation, spelling, salutation, and leave-taking.

**OUTLINE OF COURSE CONTENT**

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| --- | --- |
| 1. Anthropology of Development, etc.
 | Jan 13 |
| 1. Pre-Colonial African Values and Developments
 | Feb 2  |
| 1. Colonialism: Promises, Impacts, African Agency
 | Feb 9/Feb 16  |
| 1. Development: Promises, Impacts, African Agency
 | Feb 23/Mar 2 |
| 1. Critiques of Development
 | Mar 9/Mar 23 |
| 1. Neoliberalism: Promises, Impacts, African Agency
 | Mar 30/Apr 6/Apr 13 |
| 1. North Africa: Case of Egypt
 | Apr 20/Apr 27 |
| 1. Recent Understandings
 | May 4 |

**IMPORTANT DATES**

March 16 spring break (5 days) classes canceled

May 8 last day of classes

March 13 mid-semester

May 11 finals week (5 days)

**SCHEDULE FOR READINGS, FILMS, PAPERS, and MAP QUIZ[[2]](#footnote-2)**

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| --- | --- | --- |
| **CLASS** | **TOPIC** | **READINGS / ASSESSMENTS / FILMS** |
| **Jan. 26** | **Anthropology, Etc.**  | Wainaina: How to Write about Africa[[3]](#footnote-3)Conrad: Heart of Darkness (Part 1 – read for African stereotypes)[[4]](#footnote-4) Lancaster: Development in Africa: The Good, the Bad, the Ugly[FILM] Oedekerk: *Ace Ventura: When Nature Calls* (in-class) |
| **Feb. 2**  | **Pre-colonial** | (Sonjara) Sisòkò: [The Epic of Son-Jara: A West African Tradition](http://library.ncat.edu/search/aJohnson%2C%2BJohn%2BWilliam%2C%2B1942-/ajohnson%2Bjohn%2Bwilliam%2B1942/1%2C1%2C2%2CB/frameset%26FF%3Dajohnson%2Bjohn%2Bwilliam%2B1942%261%2C%2C2)Zahan: The Mossi Kingdoms. |
| **Feb. 9**  | **Colonialism** | Rist: The Making of a World SystemMoss: History and the Legacy of ColonialismMitchell; Maldonado-Torres**MAP QUIZ** |
| **Feb. 16**  |  | Greene: Placing and Spacing the DeadNeuman: Africa’s ‘Last Wilderness Harries: Exclusion, Classification, and Internal Colonialism[[5]](#footnote-5)Watson: Colonial Gesture of Development**READING RESPONSE #1: DUE** |
| **Feb. 23**  | **Development** | Rapley: (1) Development Theory…(2) State-Led Development…Rostow: The Stages of Economic GrowthFerguson: Expectations of Permanence**DESCRIPTION PAPER: DUE** |
| **Mar. 2** |  | Nyerere: Arusha Declaration” (excerpt)[[6]](#footnote-6) Hydan: Small Goes into Hiding: Peasants and Ujamaa[FILM] Pandora’s Box: Black Power[[7]](#footnote-7) **READING RESPONSE #2: DUE** |
| **Mar. 9**  | **Critiques of Development** | Peet: Dependency TheoryAmin: Underdevelopment and Dependence in Black AfricaPeet: World Systems Theory**ANALYSIS PAPER: DUE** |
| **Mar. 23** |  | Esteva: DevelopmentFerguson: The “Development” ApparatusMitchell: Enframing [or] Zein-Elabdin’s “Postcolonial…”**READING RESPONSE #3: DUE** |
| **Mar. 30** | **Neoliberalism** | Stiglitz: Development Policies in a World of Globalization[[8]](#footnote-8)Smith and Mantz: Do Cellular Phones Dream of Civil War? Ferguson: Governing Extraction[FILM] Black, Stephanie. 2001. *Life and Debt*. |
| **Apr. 6** |  | Bornstein: Spirit of Development (chapters to be announced) |
| **Apr. 13** |  | McNeil: Condoms Cause AIDSHasty: The Pleasures of CorruptionGarland: Developing Bushmen**EXPLANATION PAPER: DUE** |
| **Apr. 20** | **North Africa** | Elyachar, chapters 1-4**READING RESPONSE #4: DUE** |
| **Apr. 27**  |  | Elyachar, chapters 5-conclusion**READING RESPONSE #5: DUE** |
| **May 4** | **Recent Understandings** | Nyamnjoh: Delusions of DevelopmentWatson: Half-ConnectingBob-Millar: Chieftancy, Diaspora, and Development |
| **Finals Week** | **FINAL PAPER** | **EMAILED TO INSTRUCTOR BY 12 NOON ON MAY 5** |

**Africa, Development, Culture**

**Dr. Watson**

**University of Wyoming**

**Spring 2015**

**Student-Led Class Discussion**

**Sign-Up Sheet**

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| **Jan. 26** | **SYLLABUS – Introductions & Sign-up** |
| **Feb. 2** | **Pre-Colonial** | Discussion to be led by instructor  |
| **Feb. 9** | **Colonialism** |  |
| **Feb. 16** |  |  |
| **Feb. 23** | **Development** |  |
| **Mar. 2** |  |  |
| **Mar. 9** | **Critiques of Development** **Progressive Force or Neo-Liberal Tool?**[[9]](#footnote-9) |  |
| **Mar. 23** |  |  |
| **Mar. 30** | **Neoliberalism** |  |
| **Apr. 6** |  |  |
| **Apr. 13** |  |  |
| **Apr. 20** | **North Africa** | Discussion to be led by instructor  |
| **Apr. 27** |  | Discussion to be led by instructor  |
| **May 4** | **Recent Understandings** |  |
| **Finals Week** |  |  |

1. Graduate students will be given additional assignments related to their research projects. See me for details. [↑](#footnote-ref-1)
2. Note: Schedule is subject to change at the discretion of the instructor. [↑](#footnote-ref-2)
3. <http://www.granta.com/Magazine/92/How-to-Write-about-Africa/Page-1> [↑](#footnote-ref-3)
4. <http://sunsite.berkeley.edu/Literature/Conrad/HeartOfDarkness/> [↑](#footnote-ref-4)
5. <http://publishing.cdlib.org/ucpressebooks/view?docId=ft158004rs&chunk.id=d0e2188&toc.depth=1&toc.id=d0e2188&brand=eschol> [↑](#footnote-ref-5)
6. <http://www.ntz.info/gen/n01559.html> [↑](#footnote-ref-6)
7. <http://www.youtube.com/watch?v=UXFM-j9mZCk> [↑](#footnote-ref-7)
8. <http://www.fiec.org.br/artigos/economia/DEVELOPMENT%20POLICIES%20IN%20A%20WORLD%20OF%20GLOBALIZATION-joseph-stiglitz.pdf> [↑](#footnote-ref-8)
9. [↑](#footnote-ref-9)