

Geography 243
Geography of Africa: Local Resources and Livelihoods in a Global Context¹
First Year Seminar
Fall Semester, 2018

Class Time and Location: 1:20-2:50, Tuesdays & Thursdays, Rm 105, Carnegie Hall

Instructor: Bill Moseley

Office: Rm 104d, Carnegie Hall

Office Hours: 1:30-2:30pm MW, 3-4pm on Thurs, or by appointment

Phone: 651-696-6126. **Email:** moseley@macalester.edu

Writing Assistant: Rosie Chittick (mchittic@macalester.edu). Office hrs: 6:30-8pm MW, Dupre, Geography Dept Office Lounge, Carnegie 104

Course Description and Objectives

From the positive images in the film *Black Panther*, to the derogatory remarks of President Trump, the African continent often figures prominently in our collective imagination. This class goes beyond the superficial media interpretations of the world's second largest region to complicate and ground our understanding of this fascinating continent. Africa South of the Sahara has long been depicted in the media as a place of crisis – a region of the world often known for civil strife, disease, corruption, hunger and environmental destruction. This perception is not entirely unfounded, after all, Ebola in west and central Africa, the kidnapping of school girls in northern Nigeria, or civil war and hunger in Somalia are known problems. Yet Africa is a place of extraordinarily diverse, vibrant, and dynamic cultures. Many Africans also expertly manage their natural resources, are brilliant agriculturalists and have traditions of democratic governance at the local level. As such, the African story is extremely diverse and varied. The thoughtful student must work hard to go beyond the superficial media interpretations of the vast African continent and appreciate its many realities without succumbing to a romanticized view. As geographers, we will place contemporary African developments in a historical and global context. Africa has a long history of influencing and being influenced by the outside world. Among other issues, we will explore how colonialism, and even more recent 'development' initiatives, have influenced current structures in Africa. Furthermore, we will examine what restrictions, if any, the current world economic system places on development possibilities for the continent.

The course provides a basic background in African history and bio-physical environments, leading to discussion of advanced topics in contemporary African studies. We will cover a broad range of sectoral themes, including: health and population dynamics; food and agriculture; cities and urbanization; rural life; parks and peoples; development and underdevelopment; politics and governance; and sociocultural geography and music. This course fulfills the argumentative writing (WA) requirement.

¹ This course counts toward the geography major, the African studies concentration, the Food, Agriculture & Society concentration, the int'l requirement & the social science distribution requirement.

Format

The class will meet twice a week on Tuesdays and Thursdays. The class will be conducted with both lectures and in-class discussions. Students are expected to have done all assigned reading before coming to class, and be prepared to discuss it. In addition to normal classroom banter, we will have several designated discussion days during the term (see schedule). This is your class, and I want to know how it's going. Please let me know if you would like to see changes, from lecture topics to grading. You are welcome to speak with me after class or to visit me in my office. The surest way to contact me is to send me e-mail (moseley@macalester.edu), which normally will be responded to promptly during normal business hours.

First Year Seminar Writing

The first year seminar requirement necessitates that we hone your writing skills as follows: 1) learn how to plan, draft, and revise a college-level paper; 2) learn how to construct an argument; 3) learn how to organize an essay; 4) learn how to use argumentation and evidence to support claims; 5) learn how to adapt the style, vocabulary, and tone of a piece of writing to its anticipated audience and context; 6) learn how to cite evidence using a standard citation style; 7) and learn the importance of clarity, proper grammar, usage, and style in academic writing.

Disabilities

If you have a documented disability which may affect your ability to perform well in this class, please see me early in the semester so that arrangements may be made to accommodate you.

Academic Misconduct

Plagiarism and cheating are both academic crimes. Never (1) turn in an assignment that you did not write yourself, (2) turn in an assignment for this class that you previously turned in for another class, or (3) cheat on an exam. If you do so, it may result in a failing grade for the class, and possibly even suspension from the college. Please see me if you have any questions about what constitutes plagiarism. Anyone caught cheating on an exam will be reported to the provost in line with recognized college procedures.

Texts

1) Aryeetey-Attoh, Samuel (ed.). 2010. Geography of Sub-Saharan Africa. 3rd Edition. Upper Saddle River, NJ: Prentice Hall. (ISBN (0-13-605631-8).

2) Moseley, W.G. (ed.) 2012. Taking Sides: Clashing Views on African Issues. 4th Edition. Dubuque, IA: McGraw-Hill. (ISBN 978-0-07-805008-4)

3) Spindel, Carol. 1989. In the Shadow of the Sacred Grove. New York: Vintage Books (ISBN: 0-679-72214-9) (this book is out of print and is available via the course moodle site).

Some readings via the course moodle site (see reading list below). Handouts will be distributed from time to time in class. The instructor is not responsible for providing handouts for students who are absent from class.

Assignments/Exams

Reading: Reading assignments related to course lectures are listed on the outline of topics that follows. Information from the textbook supplements lecture and forms the basis of a two-way class dialog. Readings for discussion days are listed separately below.

Participation and Discussion days: The course will be oriented towards discussion for roughly one quarter of class time (see schedule). The purpose of the discussion classes is to facilitate critical analysis and lively dialog on controversial issues related to African studies. I have organized discussions around a key set of issues in African Studies with pairs of readings representing contrasting viewpoints on each topic. While no issue in African studies has a simple yes or no answer, discussion readings have been organized as such to encourage debate and, hopefully, accelerate your heart rate.

The majority of class participation points will be derived from your comments in discussion & from your competence as a student discussion leader. A few participation points will also be derived from my assessment of your participation in the lecture sessions (based on cogency of comments, questions, & answers to questions). Participation points are relatively easy to obtain if you keep up with the reading & speak up during discussion. Please see me if you have difficulty speaking in class. Student discussion leaders will be assigned to facilitate these sessions.

In my opinion, the best discussions are those in which: 1) students listen (and learn) from one another and build on what each other is saying; 2) the discussion is focused on understanding the main argument of each reading and breaking down and analyzing this argument to see if it makes sense; 3) making connections between readings (when several are assigned on the same day) by identifying where authors agree and disagree; and 4) relating insight gained from reading and discussion to other texts or real life events. In sum, I want you to approach discussion as an on-going scholarly debate in which we (as a community of scholars and learners) are attempting to advance our collective knowledge. After the first discussion day, student discussion leaders will be assigned to facilitate our scholarly debates.

Reaction essays: Reaction essays are brief essays (1-2 page or 550-650 words) in which you respond to three or more assigned readings for a given discussion. Your essays should include a succinct but detailed summary of the argument(s) to which you are responding and develop your reaction, which may be one of skepticism, all out agreement or disagreement, epiphany, or whole-hearted endorsement. Regardless, your essay should exhibit a line of reflective thought in which you explain the logic and rationale that supports your reaction to the reading(s). Your essays must include at least one question, relevant to the readings, which you would like to ask of your classmates. Thus, the reaction essays should help you prepare for participation in class discussion of the readings. Reaction essays must be submitted via Moodle. The essays are due by 10 pm the day before a discussion. You are required to complete seven essays and have eight opportunities to write them. Each essay is worth .5% of your grade. Proof read your essays so that they are free of grammatical and spelling errors. The essays are marked in a credit/no credit fashion. Reaction essays submitted late will receive no credit.

Map quizzes: Two map quizzes will be given during the semester. The first will cover physical geography (lakes, mountains, vegetative cover, etc) while the second will cover certain aspects of human geography (countries, languages, major cities, etc). Study guides will be given out.

Africanist geographer profile: In order to gain a better understanding of how geographers have gone about investigating issues in Africa, students will write a 5-6 page paper reviewing the

career and writings of a geographer whose work is (largely) Africa related. Ideally you will select a geographer who does research on a topic (or uses techniques) that are of interest to you. Such geographers may be deceased or living, based in the US or abroad, faculty or research scientists. In writing this paper you may wish to: locate the scholar's cv/resume on-line, interview the person in question (if they are alive), review some of their publications, read other people's reviews of their publications, and assess how their ideas have contributed to broader understanding in the field. Guidelines for this paper will be distributed well in advance of the due date, as well as suggestions for identifying scholars who may be of interest.

Literature Review. The class will be divided into four groups who will work on development themes in major subregions of Africa South of the Sahara: 1) Sahelian West Africa, 2) Coastal West Africa, 3) Central Africa, 4) Horn of Africa, 5) East Africa, and 6) Southern Africa. For your literature review (which is a first step to identifying your final paper topic), you will review the academic and policy literature, for your subregion, on a development theme: health/population; social policy/education; agriculture; environment; politics/governance; or urban development/transportation. This 7-8 page literature review will end with a research question that you would like to investigate in your final paper.

Final Project - Regional Development Analysis: Continuing with the same four subregional groups from the literature review, each group will work individually and collectively to assemble a development assessment and action plan for their subregion of Africa South of the Sahara. Each report will be composed of an executive summary penned by the group (five double-spaced pages in length), followed by four chapters – each authored by an individual student in the group (15-20 double spaced pages in length). Each of these chapters will address a specific research question previously identified by the student in the literature review. More specific guidelines will be distributed in class.

Final Project Presentation: Each group (4-5 students per group) will make a 45 minute presentation of their regional development assessment and action plan during the last two days of class.

Midterms: Two midterms will be given, each covering material from ½ of the term. Exams will be about 1/5 multiple choice & 4/5 essay questions. Make-up exams will only be given in the event of illness or other verifiable emergency. In the event of an absence during an exam or quiz, it is the student's responsibility to contact me no later than one class period after the test date.

Grading and Exams

<u>Grade Components</u>		Reg'l dev't progress report (11/9):	1%
First Midterm (10/18):	20%	Reg'l dev't policy draft (12/1):	2%
Second Midterm (12/15):	20%	Reg'l dev't policy peer review (12/4):	1%
Map quiz 1 (9/18):	3%	Reg'l dev't policy report (12/12):	20%
Map quiz 2 (11/6):	3%	Group presentation (12/6 or 12/11):	5%
Africanist geographer profile (10/4):	7%	Participation and discussion leadership:	7%
Literature review (10/24)	7%	<u>Reaction essays:</u>	4%
		Total:	100%

Final grades are based on a weighted average for the term. Grade cutoff points (in terms of percentage) are as follows: A = 93-100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%, NC = < 60%.

Tentative Schedule and Assigned Readings For Lecture

Please note that this is tentative and subject to change. It is your responsibility to keep up with any modifications.

All lecture-related readings are in Geography of Sub-Saharan Africa, 3rd ed. unless otherwise noted.

Wk	Dates	Lecture and Discussion Topics		Lecture Readings /assignment due dates
		Tuesday	Thursday	
0	Aug 31		Introduction to the Course	
1	4-6 Sept	Lecture: Intro to African Geography	Lecture: Physical geography of Africa	Chap 1-3; preface and intro chap in <i>Taking sides</i>
		Lecture: Physical geography of Africa	Lecture: Africa in historical perspective	
2	11-13 Sept	Lecture: Africa in historical perspective	Lecture: Africa in historical perspective, health visit	Chap 5; <u>Select geographer for paper #1 by Mon, 9/10 at noon via moodle</u>
		<u>Library session, Libe rm 206</u>		
3	18-20 Sept	Map quiz 1: Physical Geography	Lecture: Population dynamics and health	Chap 13
		<u>Discussion 1: Africa in Historical and Global</u>		
4	25-27 Sept	Lecture: Population dynamics and health	Lecture: Population dynamics and health	Chap 8, Jane Battersby lecture, Friday 12-1, Davis Ct
		<u>Discussion 2: Population Debates, Dynamics and Health</u>	Lecture: Agriculture and Livelihoods	
5	2-4 Oct	Lecture: Agriculture and Livelihoods	Lecture: Agriculture and Livelihoods	Chap 14; <u>Africanist geog profile due Mon, 10/1 @4pm via moodle</u>
		Library Session, Libe lower level	Lecture: Land tenure & reform	
6	9-11 Oct	<u>Discussion 3: Agriculture</u>	Lecture: Village Life and Time Geography	Int'l Roundtable (Premesh Lalu, Fri, 2:20-4, JBD)
7	16-18 Oct	<u>Discussion 4: Village Life</u>	Midterm exam	
8	23-25 Oct	Lecture: Urban economies, health visit	No class: Midterm break	Chap 11,10 <u>Literature review due, Wed, 10/24 @noon via moodle</u>
9	30 Oct-1 Nov	Lecture: environmental issues	Lecture: environmental issues	Chap 4
			<u>Discussion 5: Human-Environment Interactions</u>	
10	6-8 Nov	Map quiz 2: human geography Lecture: Development and Underdevelopment	<u>Discussion 6: Development</u>	Chap 9,15; <u>Final paper progress report due Fri, 11/9 @8pm</u>
11	13-15 Nov	Lecture: socio-cultural geography and music	<u>Discussion 7: Socio-cultural geography</u>	Chap 12,7
12	20-22 Nov	Lecture: Political Geography	No class: Thanksgiving holiday	Chap 6
13	27-29 Nov	<u>Discussion 8: Political Geography</u> , health visit	Film about anti-Apartheid struggle: "Amandla: A Revolution in Four Part Harmony"	<u>Final Paper draft due Sat, 12/1, @ 11:55pm via moodle</u>
14	4-6 Dec	Peer review, course evaluations, review	Student presentations	
15	11-13 Dec	Student presentations	Study day: no class	<u>Final Project due Wed, Dec 12 @ 4pm in my office</u>
16	15 Dec	2nd Midterm Exam (Sat, 12/15, 1:30-3:30)		

Discussion Reading Schedule

Note: All discussion readings are in Taking Sides: Clashing Views on African Issues, 4th ed. (unless otherwise noted by **).

1) Tuesday, Sept 18: Africa in historical and global context

ISSUE 1. Did the Trans-Atlantic Slave Trade Underdevelop Africa?

YES: Paul Lovejoy, from “The Impact of the Atlantic Slave Trade on Africa: A Review of the Literature,” *Journal of African History* (1989)

NO: John Thornton, from “Chapter 3: Slavery and African Social Structure,” *Africa and the Africans in the Making of the Atlantic World, 1400-1680* (1992)

ISSUE 3: Is European Subjugation of Africans Ultimately Explained by Differences in Land, Plant and Animal Resources?

YES: Jared Diamond, from “Why Europeans were the ones to colonize Sub-Saharan Africa.” *Guns, Germs and Steel: The Fates of Human Societies*.(1999)

NO: Lucy Jarosz, from “A Human Geographer’s Response to Guns, Germs and Steel: The Case of Agrarian Development and Change in Madagascar.” *Antipode* (2003)

ISSUE 4. Did Colonialism Distort Contemporary African Development?

YES: Marcus Colchester, from “Slave and Enclave: Towards a Political Ecology of Equatorial Africa,” *The Ecologist* (1993)

NO: Robin M. Grier, from “Colonial Legacies and Economic Growth,” *Public Choice* (1999)

2) Tuesday, Sept 25: Population Debates, Dynamics and Health.

ISSUE 10. Is Food Production in Africa Capable of Keeping Up With Population Growth?

YES: Michael Mortimore and Mary Tiffen, from “Population and Environment in Time Perspective: The Machakos Story,” *People and Environment in Africa* (1995)

NO: John Murton, from “Population Growth and Poverty in Machakos District, Kenya,” *The Geographical Journal* (1999)

ISSUE 15: Is the International Community Focusing on HIV/AIDS Treatment at the Expense of Prevention in Africa?

YES: Andrew Creese et al. “Cost-Effectiveness of HIV/AIDS Interventions in Africa: A Systematic Review of the Evidence. *The Lancet* (2002)

NO: Philip Hilt. “Changing Minds: Botswana Beats Back AIDS.” *Rx for Survival: Why We Must Rise to the Global Challenge* (2005)

Did our stereotypes about African disease exacerbate the West African Ebola crisis?

YES: Seay, L. and K. Yi Dionne. 2014. “The long and ugly tradition of treating Africa as a dirty, diseased place.” Monkey Cage Blog. Washington Post. August 25. (moodle); West, J. and T. McDonnell. 2014. “We Are Making Ebola Outbreaks Worse by Cutting Down Forests.” Mother Jones Magazine. July 7. (moodle);

NO: Flynn, Gerard and Susan Scutti. 2014. “Smuggled Bushmeat Is Ebola’s Back Door to America.” Newsweek. Aug 21. (<http://www.newsweek.com/2014/08/29/smuggled-bushmeat-ebolas-back-door-america-265668.html>)

3) Tuesday, Oct 9: Agricultural Development and Land Reform

ISSUE 11: Does African Agriculture Need a Green Revolution?

YES: Kofi Annan, from “Remarks on the Launch of the Alliance for a Green Revolution in Africa at the World Economic Forum.” (2007)

NO: Carol Thompson. “Africa: Green Revolution or Rainbow Revolution.” *Foreign Policy in Focus* (2007)

Is it time for non-market based land reform in South Africa?

YES: Ntsebeza, L. 2018. “This Land is our Land.” *Foreign Policy*. May 3. (moodle)

NO: Du Toit, A. 2018. “The land question is also about political belonging.” *The Daily Maverick*. August 27. (moodle)

Editorial board. 2018. “Trump’s Vile Ploy on South Africa.” *New York Times*, August 23 (moodle)

4) Tuesday, Oct 16, Village Life

****In the Shadow of the Sacred Grove (all chapters) (moodle)**

5) Thursday, Nov 1, Human-Environment Interactions

ISSUE 9. Is Climate Change a Major Driver of Agricultural Shifts in Africa?

YES: Pradeep Kurukulasuriya et al., from “Will African Agriculture Survive Climate Change?” World Bank Economic Review (2006)

NO: Ole Mertz, Cheikh Mbow, Anette Reenberg and Awa Diouf, from “Farmers’ Perceptions of Climate Change and Agricultural Adaptation Strategies in Rural Sahel,” *Environmental Management* (2009)

ISSUE 12: Is Community Based Wildlife Management a Failed Approach?

YES: Peter Balint and Judith Mashinya, from “The decline of a model community-based conservation project: Governance, capacity and devolution in Mahenye, Zimbabwe,” *Geoforum* (2006)

NO: Liz Rihoy, Chaka Chirozva and Simon Anstey, from “‘People are Not Happy’: Crisis Adaptation and Resilience in Zimbabwe’s CAMPFIRE Programme,” in Fred Nelson, ed. *Community Rights, Conservation & Contested Land: The Politics of Natural Resource Governance in Africa*. Washington (Earthscan, 2010)

6) Thursday, Nov 8: Development and Underdevelopment

ISSUE 5. Have Free Market Policies Worked for Africa?

YES: Fudzai Pamacheche and Baboucarr Koma, from “Privatization in Sub-Saharan Africa - an essential route to poverty alleviation,” *Africa Integration Review* (2007)

NO: Thandika Mkandawire, from “The Global Economic Context,” in Ben Wisner, Camilla Toulmin, and Rutendo Chitiga, eds., *Towards a New Map of Africa* (Earthscan, 2005)

Moseley, W.G. 2018. “Trump is Giving Protectionism a Bad Name.” *Dollars and Sense*. Sept/Oct Issue.

ISSUE 7. Is Increasing Chinese Investment Good for African Development?

YES: Barry Sautman and Yan Hairong, from “Friends and Interests: China’s Distinctive Links with Africa,” *African Studies Review* (2007)

NO: Pdraig Carmody and Francis Owusu, from “Competing Hegemons? Chinese versus American Geo-Economic Strategies in Africa,” *Political Geography* (2007)

Does the contemporary film Black Panther fundamentally change the way we think about African Development?

YES: Orr, C. 2018. "Black Panther is more than a superhero movie." *The Atlantic*. Feb 16.

NO: Essa, A. 2018. "We've been duped. Black Panther is anti-revolution." *Independent Online (IOL) News*. Feb 21.

7) Thursday, Nov 15: Social Issues and Gender

ISSUE 13. Should Female Genital Cutting Be Accepted as a Cultural Practice?

YES: Fuambai Ahmadu, from "Rites and Wrongs: Excision and Power among Kono Women of Sierra Leone," in B. Shell-Duncan and Y. Hernlund, eds., *Female 'Circumcision' Africa: Culture, Controversy, and Change* (2001)

NO: Population Reference Bureau, from "Abandoning Female Genital Cutting: Prevalence, Attitudes, and Efforts to End the Practice," A Report of the Population Reference Bureau (2001)

**Richard A. Shweder, from "What About 'Female Genital Mutilation'? And Why Understanding Culture Matters in the First Place," *Daedalus* (2000) (moodle).

ISSUE 14. Are Women in a Position to Challenge Male Power Structures in Africa?

YES: Richard A. Schroeder, from *Shady Practices: Agroforestry and Gender Politics in The Gambia* (1999)

NO: Human Rights Watch, from "Double Standards: Women's Property Rights Violations in Kenya," *A Report of Human Rights Watch* (2003)

8) Tuesday, Nov 27, Political Geography

ISSUE 17: Does Increased Female Participation Substantially Change African Politics?

YES: Elizabeth Powley, from "Rwanda: Women Hold Up Half the Parliament," in Julie Ballington and Azza Karam, eds. *Women in Parliament: Beyond Numbers* (International Institute for Democracy and Electoral Assistance, 2009)

NO: Carey Leigh Hogg, from "Women's Political Representation in Post-Genocide Rwanda: A Politics of Inclusion or Exclusion?" *Journal of International Women's Studies* (November, 2009)

Issue 18: Is Corruption the Result of Poor African Leadership?

YES: Robert I. Rotberg, from "The Roots of Africa's Leadership Deficit," *Center for Public Leadership* (2003)

NO: Arthur A. Goldsmith, from "Risk, Rule, and Reason: Leadership in Africa," *Public Administration and Development* (2001)

Is the increasing combination of development and humanitarian assistance with anti-terrorism objectives in Africa an inevitable necessity?

YES: Miles, W.F.S. 2012. "Deploying Development to Counter-Terrorism: Post 9/11 Transformation of US Foreign Aid to Africa." *African Studies Review*. 55(3): 27-60. (moodle)

NO: Moseley, W.G. 2009. "Stop the Blanket Militarization of Humanitarian Aid." *Foreign Policy*. July 31. (moodle)

Welcome to the course! I look forward to working with you this semester.