

# San José State University

## COURSE OUTLINE: Geography 168, Geography of Africa

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**Course Number:** GEOGRAPHY 168

**Course Title:** Sub-Saharan Africa

**Year:** Fall 2019

**Course Schedule:** Tuesdays 3:00 pm – 5:45 p.m.

**Location:** Clark Hall, Room 224

**Units:** 3

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**Instructor:** Dr. Aharon de Grassi

**Office:** Washington Square 111

**Office Hours:** Tuesdays 11:30 am – 12:30 pm

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### Course Format:

The course will have a two-and-a-half-hour lecture-type meeting each week, which will include country case studies and the occasional video presentation. In addition, there will also be regular discussion exercises to enhance participatory learning and interaction in the course.

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### Course Requirements:

Class Participation	10%	(includes discussion and occasional in-class exercises)
Attendance	15%	(1% for each class)
10 Reading Reflections	30%	(1% each paragraph on class readings, your readings, & both)
Research Paper Preparation	15%	(see below)
Final Research Paper	30%	

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### Readings:

Course readings for each week will be available on Canvas as pdfs and/or links to webpages. *In addition*, each week students are *also* responsible for finding and reading materials related to their research country and the week's topic. The class will be geared around continual conversation, and grades will largely depend on this (and a final research paper). Each week, students will be required to do about 15-25 pages of class reading *and* about 15-25 pages of reading related to each students' own research paper country. These two sets of weekly readings will form the basis for 3 paragraphs of reflections that students will submit online prior to class each week. This will help me gauge progress and also ensure that students are up to date on readings and thereby able to get the most from lecture and class discussions.

In addition, students are also highly recommended to consult the following two books for further background, recent overviews, and useful explanations and definitions:

Highly recommended helpful resources:

Ofori-Amoah, B. (2019). *Africa's Geography: Dynamics of Place, Cultures, and Economies*, Wiley. This book is available to rent fairly cheaply online (about \$30). It is the most recent textbook on the geography of Africa, and covers a lot of issues and country details.

Gregory et al. (2009) *The Dictionary of Human Geography*, Chichester: Wiley-Blackwell, free via SJSU online [[https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5\\_ALMA71427523530002901&context=L&vid=01CAL5\\_SJO](https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5_ALMA71427523530002901&context=L&vid=01CAL5_SJO)] This text is helpful in explaining key terms, concepts, approaches, and people. This Gregory et al. *Dictionary* is key, but also available are Castree (2009) *A Dictionary of Human Geography*, online here, and Mayhew (2015) *A Dictionary of Geography*, online.

**Course Description (from Catalog):**

Regional study of environments, as well as cultural, economic and political geography of Africa south of the Sahara. Special attention given to geographic factors in the progress of less developed countries.

**Detailed Course Description:**

This class explores how people produce African geographies – we will engage a variety of materials, including texts, film, maps, music, art, and social media produced primarily in Africa and by Africans. Students will have the opportunity to gain in-depth familiarity of a country through a student research project on a topic of their choice. The class will study works by African scholars and public figures, potentially feature guest speakers, and also look at connections between Africa and the Bay Area, California, and the US.

Rather than ask students to memorize lists of facts, students will learn by starting with concrete issue or problem or question, and expand out from that to investigate related issues. Therefore, this class's collective learning will depend significantly on class participation and discussion in which each student contributes and reflects based on their evolving insights. The in-class lecture and discussion plans will have extra time allocated to allow for more free-flowing conversation to go in to detail on relevant topics as they arise. This will be instead of more tedious tasks of simple memorization of lists of events and facts (such as main exports, health coverage rates, or GDP sizes).

**Course Learning Objectives:**

This course examines concepts, evidence and discussions about the intersecting social, economic, political and physical geographies of Africa. Students' progress towards course learning objectives will be measured by regular reading reflections, in-class discussion, and a final research paper. By the end of the course, the students will be expected to be able to:

1. Outline the major contemporary differences in social, economic, political and physical geographies in Africa.
2. Understand contemporary geographic issues in Africa in relation to geographic and historical patterns of colonialism and imperialism in Africa, including timelines, terms and debates.
3. Critically evaluate different sources of information about Africa, including their contexts, divergent perspectives, types of claims, and uses of evidence.
4. Discuss geographic concepts and how they help explain patterns of and potential for development in different parts of Africa.

## Calendar Overview:

- Note: assignments are due on Mondays at 12:00 PM for the corresponding week
- Note: Reading Reflections are due each week on Mondays at 12:00 PM (not listed below)

Week	Date	Topic	Assignments Due (% of grade) [due <u>Mondays</u> at 12:00 PM]
1	Aug 27	Introduction	
2	Sept 3	Geography & Africa	
3	Sept 10	Knowledge, Ed., Info	Paper 1: Choose Country & Topic (2%)
4	Sept 17	Diversity & Identity	
5	Sept 24	Food, Land, Rural Dev.	Country 1: Indigenous Languages (2%)
6	Oct 1	Decolonization, Race, History	Paper 2: Initial Bibliography (3%)
7	Oct 8	Politics, Corruption, Activism	Country 2: Map (2%)
8	Oct 15	Health & Demography	
9	Oct 22	Borders, Migration, Diaspora	Paper 3: Thesis Statement (4%)
10	Oct 29	Environment, Climate, Sustainability	Country 3: Geographer (2%)
11	Nov 5	Resources, Wealth, Inequality	
12	Nov 12	Violence, Militarism	Paper 4: First, Rough Draft (6%)
13	Nov 19	Aid, Humanitarianism, Development	Country: WB/IMF Report (2%)
14	Nov 26	Digital Technologies	
15	Dec 3	Infrastructure and Cities	
	Dec 16	-finals-	FINAL PAPER DUE (30%)

## Detailed Course Requirements, Grading and Evaluation

Studying geography effectively requires in-class discussion and interaction, as well as hands-on learning-by-doing activities. The course requirements and grade distribution are structured accordingly. As is SJSU policy, success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

### Formatting

All assignments and texts should be submitted formatted to double space, 12 point font, Times New Roman, 1 inch margins, with your full name, the date, class, and name of the assignment.

Please use APA formatting to cite references (guides are online, e.g. <http://www.bibme.org/citation-guide/apa/> or <https://www.mendeley.com/guides/apa-citation-guide> ). Consistent formatting is important not just as a matter of following rules, but because it facilitates situating knowledge, information, and authors in their specific historical and geographical context. This is hugely important now in the context of discussions about accurate and trustworthy news and information in contrast with deliberate efforts at sowing division and confusion.

### Exams

None!

(but there is a substantial final research paper)

### **10 Reading Reflections (30% total)**

Each week, students are required to submit 3 paragraphs of reflections on readings, for a total of 10 reflections (a few weeks may be skipped). These readings include *one* of the *required* readings (or more, if you like) listed on the syllabus, *and in addition also* include student's own readings. Specifically, students are required to locate and read 15-25 pages of material related to their country *and* that the theme for that week's class. Thus, one paragraph of reflections will be about the course readings, one paragraph about student's country readings, and one paragraph about connections between the class and students' own country readings. Each paragraph is 1%, for 3% total each week, and an overall sum of 30%.

These reflections will help students ground the broad class topics in specific country context that each student is getting more familiar with. The reflections will also help gradually build up familiarity for the final paper. The reflections are mostly open and can include questions, debates, interesting points, surprises, related current events – further guidelines will be circulated in class.

### **Paper Preparation (15% total)**

There will be *at least* 4 assignments, designed to *assist* you in preparing your research paper.

- |  |    |        |
|--|----|--------|
| (1) selecting a country, sector, and topic                                       | 2% | Sept 9 |
| (2) compiling an initial bibliography  | 3% | Sep 30 |
| (3) composing a thesis statement that is a succinct argument outlining the paper | 4% | Oct 21 |
| (4) a rough draft that will be used for peer proofreading                        | 6% | Nov 11 |

### **Research Paper (30% total)**

Throughout the course, you will be working on a research paper due online uploaded to Canvas by **MONDAY DECEMBER 16<sup>th</sup> at 12:00PM**. The paper must be at least 10 pages of written text (*excluding* tables, pictures, and references). The paper should be organized around a tight argument that focuses on one country, a particular sector, and specific topic/question/problem. We will discuss further the scope of the papers and the expectations for the paper arguments. This is a fundamental part of the course that will enable you to familiarize yourself with real issues and will thereby help you engage, apply and think critically about some of the vast range of theories and concepts we will be covering in the course.

### **Participation, Exercises & Attendance (25%)**

These are short individual or group discussions/exercises and learning activities that will be given and accomplished once every week in class. At least half of the time will be devoted to seat work, group discussion and the rest of the time for class-level presentations, discussions and summarization. Students are expected to attend all the classes and to arrive on time. Repeated absences without legitimate documented reasons will result in 5% reduction of the course grade for each absence. Your active participation in discussion is a key component of this course. The weekly schedule is condensed, and consequently it is crucial that students keep up with the concepts and material in the course – discussion is one of the most important ways to do this because it allows students to clarify, compare, and deepen their understanding.

There are 4 country assignments:

- |                             |                          |
|-----------------------------|--------------------------|
| 1. Indigenous Languages     | Due Week 5: September 23 |
| 2. Country Map              | Due Week 7: October 7    |
| 3. Geographer               | Due Week 10: October 28  |
| 4. World Bank or IMF Report | Due Week 13: November 18 |

## **Grading and Evaluation**

### **Grading Policy**

Overall graded course requirements total 100 points. There is no “curve” for this course. Pluses and minuses are given. You receive the grade you earn through your own work and the effort you put into the class.

### **Grade Scale**

<b>Percent</b>	<b>Letter Grade</b>
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
<60	F

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/).

The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### **University Policies**

**“University Policies:** Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”**

You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at <http://www.syllabus> Information web page at <http://sjsu.edu/gup/syllabusinfo/>

### **Accommodation**

If you need special arrangements, please send me an email or speak with me privately after class or in office hours. It is important to speak with me sooner rather than later in order to be able to accommodate you in an appropriate and timely manner.

## **Library Resources**

To succeed in this course, you will need to access academic materials from the library. Some of this can be done online. Please familiarize yourself with how to get online access to academic journals, reference databases, and e-books via the library. You can ask the librarians and fellow students, do an internet search, or chat with me in office hours. The geography librarian is Nyle Monday, Nyle.Monday@sjsu.edu

## **Course Etiquette & Policy on Devices in Class**

### *Allowed:*

- ✓ Using your computer if you sit in the back row
- ✓ Taking class notes on your computer
- ✓ Consulting readings on your computer

### *NOT Allowed:*

- × Using your computer for something not directly related to the class discussion
- × Recording audio/video without explicit permission
- × Having your cell phone out or visible on the table
  - × no texting
  - × no using your cell phone  
{unless you are demonstrably using it briefly to immediately address a specific question or issue in class}

If you are using your computer for anything other than taking notes, it will affect your participation grade. You will only get an initial warning, a final warning, and then will not be allowed to use devices for the remainder of the course.

Please be respectful and considerate with your fellow students and your classroom community – if you are doing non-class activities then you will distract people sitting nearby and diminish their learning. Also respect yourself and give yourself a break from the internet – university courses are unique valuable, once-in-a-lifetime opportunities to think deeply, challenge yourself, and learn with your fellow students.

## Geography 168: Weekly Themes/Topics and Assigned Readings

You are expected to have done the readings for the week by the time of the class meeting. I will briefly mention the next week's readings at the end of each class, in order to help you navigate through the pieces. Pay careful attention to the page numbers for the readings. There may be in-class exercises that count towards your grade based on the reading for that week. We will discuss strategies for approaching the readings, and you are encouraged also to actively work on reading strategies by discussing with fellow students, talking with me, and looking at online resources. While critically reading the materials for the class, students should ask themselves, what is the author's main argument, what was the context in time and space in which the piece was written, who and what is the author responding to, how is the argument structured, what sorts of material is the author drawing on, are there relevant issues that the author does not address or which contradict the argument? The readings are provided both to inform students and for students to critically evaluate (not as absolute truth).

The course's weekly topics and associated readings build up cumulatively – it is not a buffet one can drop in on at any point. Therefore, attendance at all classes is essential, and if you absolutely cannot attend a class, you must catch up and speak with me about what you missed.

Different authors have different writing styles and objectives, therefore it is important to approach each reading carefully. I encourage you to pro-actively search online for guides and tips for academic reading (for instance, search: how to read academic article), and here a few examples:

Dumit, J., 'How I Read,' <http://dumit.net/how-i-read/> , September 27, 2012.

Usher, N. 'How to Read Theory,' <https://medium.com/@nikkiusher/how-to-read-theory-f84cd75eb066> October 6, 2015.

'Strategies for Reading Academic Articles,' <https://writingcenter.gmu.edu/guides/strategies-for-reading-academic-articles> , adapted from Rosenberg, Karen (2010) 'Reading Games: Strategies for Reading Scholarly Sources,' in *Writing Spaces: Readings on Writing*, ed. Charles Lowe and Pavel Zemilanksy. West Lafayette, Ind: Parlot, pp. 210-20.

Murphy, M. 'Hints on How to Read Theory,' 2006,

<http://homes.chass.utoronto.ca/~mmurphy/NEW262/how%20to%20read.htm>

### **Week 1, August 27: Introduction – Geography, Africa, and Geographies of Africa,**

#### **Part I**

Topics:

- Spatiality
- Maps
- Representation
- "Tribe"

## Week 2, September 3: Geography, Africa, and Geographies of Africa, Part II

### Topics:

- “Tribe”
- Representation
- Indirect Rule and Ethnicity

### Required Readings:

Batuta, Ibn (1355) *Travels in Asia and Africa 1325-1354* [translated and edited by H.A.R. Gibb, London: Broadway House, 1929], 43-50, <https://sourcebooks.fordham.edu/source/1354-ibnbattuta.asp>

Du Bois, W.E.B. (1930) *Africa, its Geography, People and Products*, Girard, Kan: Little-Blue-Books [2007 Oxford University Press Edition], pp. 1-5.

Boateng, Ernest Amano (1959) *A Geography of Ghana*, Cambridge: Cambridge University Press, pp. i-xvi.

Kalipeni, E., Oppotga, J., & Ofori-Amoah, B. (2006) ‘Trajectories of Modern African Geography,’ In P.T. Zeleza, ed., *The Study of Africa, Volume 1*, Trenton: Africa World Press, 233-5.

Wainaina, Binyavanga (2005) ‘How to Write about Africa’ *Granta* 92, <https://granta.com/how-to-write-about-africa/>

Africa Action (2008) ‘Talking about “Tribe”: Moving from Stereotypes to Analysis,’ [Original 1997], 12 pages  
[http://web.mnstate.edu/robertsb/313/TalkingaboutTribeFeb2008Update\\_001.pdf](http://web.mnstate.edu/robertsb/313/TalkingaboutTribeFeb2008Update_001.pdf)

Mamdani, Mahmood (1999) ‘Indirect Rule, Civil Society, and Ethnicity: The African Dilemma.’ In Martin, WG and West, MO (eds) *Out of One, Many Africas: Reconstructing the Study and Meaning of Africa*, Urbana: University of Illinois Press, pp. 189-196.

### Supplemental:

Ofori-Amoah – Selections from Introduction.

Cole, Roy (2005) ‘What is Africa to Me? The Regionalization of Africa in Undergraduate Geography of Africa Textbooks, 1953 to 2004,’ *Bulletin of the Ghana Geographical Association* 24(July): 13-36.

Gathara, Patrick (2019) ‘What is Your Tribe? The Invention of Kenya’s Ethnic Communities,’ January 30  
<https://www.africablogging.org/what-is-your-tribe-the-invention-of-kenyas-ethnic-communities/>

Mamdani, Mahmood (2012) ‘What is a Tribe?’ *London Review of Books* 34(17) (September 13)  
<https://www.lrb.co.uk/the-paper/v34/n17/mahmood-mamdani/what-is-a-tribe> or  
<https://www.mail-archive.com/marxism@greenhouse.economics.utah.edu/msg14801.html>

### **Week 3, September 10: Knowledge, Education, Information**

#### Topics:

- Thinking geographically in and about Africa
- Relations between African Studies and Geography
- Knowledge for what?
- Indigenous knowledge
- Political economy and histories of development seen through the education sectors
- Information and Communication technologies
- Decolonizing curricula
- Challenges in research topics and finding related article(s)

#### Required Readings:

Moseley, William G. and Kefa M. Otiso (2010) 'Assessing Sub-Saharan Africa's University-Level Geography Resources: A Preliminary Investigation,' *African Geographical Review* 29(1): 5-19.

#### Supplemental:

Zeller, Jochen (2019) 'Locatives,' pp. 1-2, draft chapter, for Lutz Marten, Nancy Kula, Ellen Hurst and Jochen Zeller (eds), *The Oxford Guide to the Bantu Languages*. Oxford: Oxford University Press.

Crowley, Dustin (2015) 'Africa's Narrative Geographies,' pp. 27-30, in *Africa's Narrative Geographies: Charting the Intersections of Geocriticism and Postcolonial Studies*, New York: Palgrave MacMillan.

Craggs, Ruth (2019). 'Decolonising The Geographical Tradition,' *Transactions of the Institute of British Geographers*, 44(3), 444-446.

Pailey, Robtel Neajai (2016) 'Where is the "African" in African Studies?', *African Arguments Blog*, June 7, <https://africanarguments.org/2016/06/07/where-is-the-african-in-african-studies/>

Odugbemi, Jesutofunmi, Orapeleng Rammala, and Wangüi wa Kamonji (2019) 'There is no Africa in African Studies,' *Africa is a Country Blog*, August 15, <https://africasacountry.com/2019/08/there-is-no-africa-in-african-studies>

Allman, Jean (2018) '#HerskovitsMustFall? A Meditation on Whiteness, African Studies, and the Unfinished Business of 1968,' Presidential Lecture at the 61<sup>st</sup> Annual Meeting of the African Studies Association, Atlanta Marriott Marquis, Nov. 29-Dec. 1, 2018. [https://www.youtube.com/watch?v=mSb\\_N2Ly8VY](https://www.youtube.com/watch?v=mSb_N2Ly8VY)

*Research Paper Assignment 1 Due (Monday): Choose Country and Potential Topic for Paper*

### **Week 4, September 17: Diversity and Identity**

#### Topics:

- Intersections of Ethnicity, Age, Gender, Class, Sexuality, Nationality, Urban/Rural

#### Required Reading:

Awumbila, Mariama (2007) 'Gender and Geography in Africa: Developments, Challenges and Trajectories for the Future,' *Documents d'Anàlisi Geogràfica* 49: 43-56.

Zhu, April (2018) 'Can a Chinese Import Ever be Authentically African?' 5pp. <https://africanarguments.org/2019/08/21/can-chinese-import-authentically-african-kitenge/>

### Supplemental:

Blunt, Robert (2019) 'Why Elders, Why Now?' *Democracy in Africa* Blog, September 18  
<http://democracyinafrica.org/elders-now/>

Honwana, Alcinda Manuel (2019) 'Youth Struggles: From the Arab Spring to Black Lives Matter & Beyond,' *African Studies Review* 62(1): 8-21.

See also various Honwana videos on youtube, e.g.: 'Africa in the hands of its youth,' TEDxEuston, March 12, 2013, [https://www.youtube.com/watch?v=eUGdT8\\_fw9s](https://www.youtube.com/watch?v=eUGdT8_fw9s)

## **Week 5, September 24: Food, Land & Rural Development**

### Topics:

- Diversity and differentiation in African countrysides
- Relations between countrysides and global political economies
- Relations between states and agrarian sectors

### Required Reading:

Amanor, Kojo (2019) 'Global Value Chains and Agribusiness in Africa: Upgrading or Capturing Smallholder Production?' *Agrarian South* 8(1-2): 30-63.

Ofori-Amoah – for background, parts of Chapter 11: Agriculture.

### *Country Assignment 1 Due (Monday): Indigenous Languages in Your Country*

What are the main indigenous language groups in your country? What is their spatial distribution? How many people speak each? Find an example of one of the indigenous languages – can be a song, a video, or a written text (news article, story, book, or other). Include the citation to the example, and an image of the first page, if not online.

## **Week 6, October 1: Decolonization, Race, History**

### Topics:

- Neo-colonialism through agrarian lenses
- Processes of decolonization
- Pre-colonial and colonial legacies

### Required Reading:

Fanon, Frantz (1961) Selections from 'The Trials and Tribulations of National Consciousness,' *The Wretched of the Earth*, 2004 edition, translated by R. Philcox, Grove Press: New York, pp. 97-119.

Mkandawire, Thandika & UNICEF (2014) 'Thandika Mkandawire Talks Economics in Africa,' May 30, 8 minutes, <https://www.youtube.com/watch?v=s35h7AQNgP4>

### Supplemental:

Jerven, Morten (2014) 'Trapped in History,' in *Africa: Why Economists Get It Wrong*, London: Zed Books, pp. 45-73.

### *Research Paper Assignment 2 Due (Monday): Initial Bibliography for Research Paper*

## **Week 7, October 8: Politics, Corruption, Activism & Human Rights**

Topics:

- Spatial aspects of politics & governance
- Multiple meanings of democracy and rights
- Geographies of corruption

Required Reading:

Nyabola, Nanjala (2018) 'Preface & Introduction,' *Digital Democracy, Analogue Politics: How the Internet Era is Transforming Kenya*, London: Zed, 1-15.

And as much as possible of: Nugent, Paul (2019) *Boundaries, Communities and State-Making in West Africa: The Centrality of the Margins*, Cambridge: Cambridge University Press, pp. 15-22, 34-6. [also for Week 9]

Ofori-Amoah – Selections from Chapter 9: Politics & Governance.

Supplemental:

Podcast: <https://www.ids.ac.uk/events/podcast-episode-09-digital-democracy-analogue-politics-nanjala-nyabola/>

Podcast: <https://podcasts.ox.ac.uk/digital-democracy-analogue-politics-how-digital-era-transforming-kenya>

*Country Assignment 2 Due (Monday): Map of Your Country*

Find a map of your country that is relevant to your paper also. Explain how and where you found the map, why you chose the map, and why it is relevant to your paper. If possible state who made the map. What are the interesting aspects of the map, and what are some things that it leaves out or simplifies?

## **Week 8, October 15: Health & Demography**

Topics:

- Decentralization
- Metrics
- Myths, Ebola, MVPs

Required Reading:

Oni-Orisan, Adeola (2015) 'The Obligation to Count: The Politics of Monitoring Maternal Mortality in Nigeria,' in V. Adams, ed. *Metrics: What Counts in Global Health*, Durham: Duke University Press, pp. 82-104.

Ofori-Amoah – Selections from Chapter 16: Education & Health Care

Adichie, Chimamanda (2015) 'Olikoye,' *Medium*, January 19, <https://medium.com/matter/olikoye-b027d7c0a680>

Supplemental:

Opong, Joseph R. and Jane Ebeniro (2015) 'The Geography of Maternal Mortality in Nigeria,' in Isaac Luginaah and Rachel Bezner Kerr, eds, *Geographies of Health and Development*, Farnham: Ashgate, pp. 29-44.

Gruenais, Marc-Eric, Raphael Okalla, and Eric Gauvrit. 2009. "How Can the Local Level Exist? The Case of the Decentralization of the Health System in Cameroon." In Blundo and Pierre-Yves Le Meur, eds, *The Governance of Everyday Life in Africa*, Leiden: Brill, pp. 101-118.

Peterson, Kristin, and Morenike Folayan (2017) How Nigeria Defeated Ebola, *Africa is a Country* Blog, <https://africasacountry.com/2017/12/how-nigeria-defeated-ebola>  
Moloo, Zhra (2018) The Hubris of Western Science, *Africa is a Country* Blog, <https://africasacountry.com/2018/08/the-hubris-of-western-science>

## **Week 9, October 22: Borders, Migration, Diaspora**

Topics:

- Importance of remittances
- Refugee flows and hosts
- Borders artificial and logic
- Peopling of Africa
- Discussion of wealth in people
- Nigerians and Ethiopians in Bay Area

Required Reading:

Nugent, Paul (2019) *Boundaries, Communities and State-Making in West Africa: The Centrality of the Margins*, Cambridge: Cambridge University Press, pp. 15-22, 34-6.  
Mbembe, A. (2018) 'The Idea of a Borderless World,' *Chimurenga Chronic*, October 16, <https://chimurengachronic.co.za/the-idea-of-a-borderless-world/>  
Bassett, T. (1998) 'Indigenous Mapmaking in Interropical Africa.' In D. Woodward & G. M. Lewis (Eds.), *The history of cartography: Volume Two, Book Three, Cartography in the Traditional Africa, American, Arctic, Australian, and Pacific Societies*, Chicago: University of Chicago Press, pp. 24-49.

Supplemental:

Mbembe, Achille (2019) 'Borders in the Age of Networks,' *The New School*, June 18, 1:22:33, <https://www.youtube.com/watch?v=tFGjzG0ILW8>  
ABORNE: African Borderlands Research Network <https://www.aborne.net/>

*Paper Assignment 3 Due (Monday): Thesis Statement for Research Paper*

Do look online for guides also about crafting thesis statements, for example:

- 'Writing Tips: Thesis Statements', University of Illinois, Center for Writing Studies, <http://www.cws.illinois.edu/workshop/writers/tips/thesis/>
- 'Tips and Examples for Writing Thesis Statements', Purdue University, Writing Center, [https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/thesis\\_statement\\_tips.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html)
- 'Thesis Statements', University of North Carolina, Writing Center, <https://writingcenter.unc.edu/tips-and-tools/thesis-statements/>

## **Week 10, October 29: Environment, Climate Change, & Sustainability**

### Topics:

- Climate change
- Colonial environments
- Malthusianism
- Population
- Deforestation
- Electronic waste

### Required Readings:

- Mulumba, Deborah (2012) 'The Gendered Politics of Firewood in Kiryandongo Refugee Settlement in Uganda,' *African Geographical Review* 30(1): 33-46.
- Amanor, Kojo S. (2012) 'Seeing the Trees from the Biocultural Diversity Forestry Management, Smallholder Agriculture, and Environmental Politics in Ghana,' *RCC Perspectives* (9), 73-8.
- Nkomwa, E., M. Joshua, C. Ngongondo, M. Monjerezi, and F. Chipungu (2014) 'Assessing indigenous knowledge systems and climate change adaptation strategies in agriculture: A case study of Chagaka Village, Chikhwawa, Southern Malawi,' *Physics and Chemistry of the Earth* 67-69: 164-172.

### Supplemental:

- Solomon, D. et al (2016) 'Indigenous African Soil Enrichment as a Climate-Smart Sustainable Agriculture Alternative,' *Frontiers in Ecology and Environment* 14(2): 71-76.

### *Country Assignment 3 Due (Monday): Geographer*

Identify a geographer from your country, and briefly describe what topic(s) and locations they work on. If possible, state where they are based (which institution and city). In addition to Google, try looking in WorldCat.org, *African Geographical Review* [<https://www.tandfonline.com/loi/rafg20>] and Google Scholar.

### *Ethiopian & Nigerian Food Samplers*

## **Week 11, November 5: Resources, Wealth & Inequality**

### Topics:

- State, class, accumulation
- Resource curses
- BRICS

### Required Readings:

- Courson, Elias (2017) 'The Resurgence of Petro-Conflict in Post-Amnesty Niger Delta, Nigeria: Rethinking Conflict Trajectories and Reforms,' APN Briefing Note Number 16, [https://s3.amazonaws.com/ssrc-cdn1/crmuploads/new\\_publication\\_3/the-resurgence-of-petro-conflict-in-post-amnesty-niger-delta-nigeria-rethinking-conflict-trajectories-and-reforms.pdf](https://s3.amazonaws.com/ssrc-cdn1/crmuploads/new_publication_3/the-resurgence-of-petro-conflict-in-post-amnesty-niger-delta-nigeria-rethinking-conflict-trajectories-and-reforms.pdf)
- Murrey-Ndewa, Amber, and Nick Jackson (2020) 'Africa and the Resource Curse Idea,' in *Routledge Encyclopedia of African Studies*, Routledge, 15pp.
- Chamberlain, James (2018) Book Review: Extracting Africa: <http://speri.dept.shef.ac.uk/2018/06/10/book-review-extracting-profit-imperialism->

Supplemental:

Amisi, B, P. Bond, R. Kamidza, F. Maguwu, and B. Peek (2015) 'BRICS Corporate Snapshots During African Extractivism,' in P. Bond and A. Garcia (eds) *BRICS: An Anti-Capitalist Critique*, London: Pluto Press, pp. 97-116.

**Week 12, November 12: Violence, Militarism**

Topics:

- Patterns and types of violence and conflict
- Budgets
- Militarism

Required Readings:

Mama, Amina (2014). 'Beyond Survival: Militarism, Equity and Women's Security.' In D. Foeken, T. Dietz, L. DeHaan, & L. Johnson (Eds.), *Development and Equity: An Interdisciplinary Exploration by Ten Scholars from Africa, Asia and Latin America*, Leiden: Brill, pp. 41-68.  
<https://books.google.com/books?id=oL0FAwAAQBAJ&pg=PA41>

*Research Paper Assignment 4 Due (Monday): First Draft of Paper (6 pages minimum)*

**Week 13, November 19: Aid, Humanitarianism, Development**

Topics:

- International organizations, NGOs

Required Readings:

Selections from World Bank Reports - TBA

Mkandawire, Thandika (2010) 'Aid, Accountability, and Democracy in Africa,' *Social Research*, 77(4), 1149-1182.

Facebook, 'Map with AI,' <https://mapwith.ai/#13/6.14921/6.76873/0/55> - have a look through the website, including watching the 2-minute video.

Supplemental:

Hart, Gillian (2010) 'D/developments after the Meltdown,' *Antipode* 41(1): 117-141.

*Country Assignment 4 Due (Monday): World Bank or IMF Report*

Look online to find (1) a World Bank report specific to your country and issue, or (2) a World Bank or IMF report that is a country strategy, memoranda, or overview on your country. You may look via the Bank's documents database or the IMF's reports database. Give the reference for the report and a sentence or two summarizing it.

*Guest Speaker: Facebook AI Mapping Work*

Please see also OSM, and try editing with editing tools such as iD Editor, JOSM Editor:

OpenStreetMap (OSM): <https://www.openstreetmap.org/#map=19/21.11667/42.88333>

OSM wiki: [https://wiki.openstreetmap.org/wiki/Main\\_Page](https://wiki.openstreetmap.org/wiki/Main_Page)

iD Editor: <https://github.com/openstreetmap/iD>

JOSM: <https://josm.openstreetmap.de/>, wiki: <https://wiki.openstreetmap.org/wiki/JOSM>

### **Week 14, November 26: Digital Technologies**

Archambault, Julie (2017) 'Preface & Chapter 1' in *Mobile Secrets: Youth, Intimacy, and the Politics of Pretense in Mozambique*, Chicago: University of Chicago Press.

Donovan, Kevin and Emma Park ((2019) 'Perpetual Debt in the Silicon Savannah,' *Boston Review*, September 20, <https://bostonreview.net/class-inequality-global-justice/kevin-p-donovan-emma-park-perpetual-debt-silicon-savannah>

Blumenstock, Joshua (2018) 'Don't Forget People in the Use of Big Data for Development,' *Nature*, September 10, <https://www.nature.com/articles/d41586-018-06215-5>

Revisit Nyabola [from Week 7]

### **Week 15, December 3: Infrastructure, Mega-Cities**

Topics:

- Urbanization
- Afropolitanism
- Infrastructure

Required Readings:

Quayson, Ato (2014) "The Beautiful Ones": Tro-Tro Slogans, Cell Phone Advertising, and the Hallelujah Chorus,' in *Oxford Street, Accra: City Life and the Itineraries of Transnationalism*, Durham: Duke University Press, pp. 129-158.

**\*FINAL RESEARCH PAPER DUE via CANVAS MONDAY DECEMBER 16<sup>th</sup> 12:00PM\***