

IAFS 4500-001: DEVELOPMENT, AID, AND COMMUNITY IN AFRICA
Spring 2024, 2-315pm
CLUB 6

Professor Myles Osborne
myles.osborne@colorado.edu
Office: MUEN D110 or online in my Zoom room (465 687 5771)
Office hours: by appointment

COURSE DESCRIPTION

This upper-level course is designed to introduce students to the deeper histories of contemporary development and aid in Africa. It seeks to place these ostensibly modern institutions within the past 600 years of history, examining them in the context of African notions of self-help, community, gender, and social life. One of its major themes is considering the role women played in contesting and forming their communities and tracing that thread through to the present day. The course touches on a number of themes important to understanding contemporary Africa, including gender relations, Islam, slavery and the slave trade, the impact of colonialism, and of course development and aid.

The course is organized into five modules. The first four comprise two weeks' study leading up to the final module (Module 5) which brings the course to its main topic.

COURSE TEXTS

- Alexander Betts and Paul Collier, *Refuge: Rethinking Refugee Policy in a Changing World* (Oxford: Oxford University Press, 2017).
- Mariana Candido and Adam Jones, ed., *African Women in the Atlantic World: Property, Vulnerability & Mobility, 1660-1880* (Rochester, NY: James Currey, 2019).
- Beverly Mack and Jean Boyd, *One Woman's Jihad: Nana Asma'u, Scholar and Scribe* (Bloomington: Indiana University Press, 2000).
- Dambisa Moyo, *Dead Aid: Why Aid Is Not Working and How There is Another Way for Africa* (New York: Penguin, 2009).
- Harmony O'Rourke, *Hadija's Story: Diaspora, Gender, and Belonging in the Cameroon Grassfields* (Bloomington: Indiana University Press, 2017).
- William Powers, *Blue Clay People: Seasons on Africa's Fragile Edge* (New York: Bloomsbury, 2006).

Journal articles are available through the CU Boulder Library, and other materials are gathered on the course website.

COURSE POLICIES

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the [classroom behavior](#) policy, the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

Requirements for COVID-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff and students. Students, faculty and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical or moral grounds through the MyCUHealth portal.

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). You must let your professor know of your illness before missing any classes or assignments.

Accommodations for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution (honor@colorado.edu); 303-492-5550). Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these policies, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you must inform your professor during Week 1 of any classes you will miss. See the [campus policy regarding religious observances](#) for full details.

Attendance: The nature of this course means that missing class will seriously impact your chances of success; attendance is therefore mandatory. Students missing THREE classes will have their grade reduced by one whole letter (i.e. B+ to C+). Arriving more than ten minutes after the beginning of class counts as an absence. FIVE absences or more is an automatic "F."

Electronic Devices: No laptops, phones, or other electronic devices will be permitted in this class.

ASSIGNMENTS

Participation 20%
This portion of your grade will be earned by regular and thoughtful contributions to class discussion, based on the assigned readings.

2 Written assignments, based on pre-circulated questions (due 15 Feb, 21 Mar) 30%
You will be required to write two critical essays responding to questions drawn from class topics over the course of the semester. Each assignment is worth 15% of your overall grade.

Individual Research Project (presentations on 30 Apr and 2 May and essay due 2 May) 35%
Near the end of semester you will present the results of independent research work. This will involve both a presentation (5%) and a research paper (30%). You will identify a research question early in the semester and work on it throughout, in consultation with Prof. Osborne. This presentation will relate to Module 5's theme: Development, Aid, and Humanitarianism.

Final Oral Examination (during Finals Week) 15%
The final for this class is a 15-minute oral examination. In Week 12, you will receive a series of 10-12 pre-circulated questions based on the semester's work. During the exam, Prof. Osborne will ask you questions drawn from this list. You will be expected to use evidence to make coherent arguments in your response. This examination is designed to help students practice the important skills of interview and oral argument that are so important moving forward.

* You MUST hand in assignments on time, otherwise I will not accept them. The only possible exception is in a documented case of illness or some other extraordinary circumstance. In this situation, you must inform me a reasonable amount of time BEFORE the point that the assignment is due. *

CLASS SCHEDULE

Week 1

Tue Jan 16	Introduction
Thu Jan 18	Images of Africa (Wainaina)

Readings:

- Binyavanga Wainaina, "How to Write About Africa," *Granta 92: The View from Africa* (all).
<https://granta.com/how-to-write-about-africa/>

Module 1: Community in the Middle Ages

Tue Jan 23	Status (Kriger, Jones)
Thu Jan 25	Healing (Rasmussen)
Tue Jan 30	Marriage (Burrill)
Thu Feb 1	Brideprice (Wendo)

Readings:

- Emily Burrill, "Historicizing Social Justice and the Longue Durée of Forced Marriage in Africa," in *Marriage by Force?: Contestation Over Consent and Coercion in Africa*, ed. Annie Bunting et al. (Athens: Ohio University Press, 2016), 313-222 [CANVAS].
- Adam Jones, "Prostitution, Polyandry or Rape? On the Ambiguity of European Sources for the West African Coast, 1660-1860," in *African Women in the Atlantic World: Property, Vulnerability & Mobility, 1660-1880* (Rochester, NY: James Currey, 2019), Chapter 5.
- Colleen Kriger, "From Child Slave to Madam Experience: One Woman's Career in the Anglo-African World, c. 1675-1707," in *African Women in the Atlantic World: Property, Vulnerability & Mobility, 1660-1880* (Rochester, NY: James Currey, 2019), Chapter 9.
- Susan Rasmussen, *Those Who Touch: Tuareg Medicine Women in Anthropological Perspective* (De Kalb: Northern Illinois University Press, 2006), selections [CANVAS].
- Charles Wendo, "African Women Denounce Bride Price," *The Lancet*, February 28, 2004.

Module 2: Slave Trade and the Atlantic World

Tue Feb 6	On Zoom: The Trans-Atlantic Slave Trade and Social (Dis)Order (Semley)
Thu Feb 8	On Zoom: www.slavevoyages.org and Digital Slave History (Schwarz, Law/Mann)
Tue Feb 13	Ethnicity and Identity in Africa (Stoller)
Thu Feb 15	(Re)Creating Africa in the Diaspora (Sweet) * First paper due Feb 15 *

Readings:

- Robin Law and Kristin Mann, "West Africa in the Atlantic Community: The Case of the Slave Coast," *William and Mary Quarterly* 56 (1999): 307-334.

- Suzanne Schwarz, “Adaptation in the Aftermath of Slavery: Women, Trade and Property in Sierra Leone, c. 1790-1812,” in *African Women in the Atlantic World: Property, Vulnerability & Mobility, 1660-1880* (Rochester, NY: James Currey, 2019), Chapter 1.
- Lorelle Semley, “Writing the History of the Trans-African Woman in the Revolutionary French Atlantic,” in *African Women in the Atlantic World: Property, Vulnerability & Mobility, 1660-1880* (Rochester, NY: James Currey, 2019), Chapter 10.
- Paul Stoller, *Money Has No Smell: The Africanization of New York City* (Chicago, IL: University of Chicago Press, 2002), Chapters 2 & 3 [CANVAS].
- James Sweet, “The Evolution of Ritual in the African Diaspora: Central African *Kilundu* in Brazil, St. Domingue, and The United States, Seventeenth-Nineteenth Centuries,” in *Diasporic Africa: A View from History*, ed. Michael Gomez (New York: NYU Press, 2006), 64-80 [CANVAS].

Module 3: Women and Islam in West Africa

Tue Feb 20	Women (Mack/Boyd)
Thu Feb 22	Community (Mack/Boyd)
Tue Feb 27	<i>Hadjia's Story</i> (O'Rourke)
Thu Feb 29	Guest Speaker: Prof. Harmony O'Rourke

Readings:

- Beverly Mack and Jean Boyd, *One Woman's Jihad: Nana Asma'u, Scholar and Scribe* (Bloomington: Indiana University Press, 2000).
- Harmony O'Rourke, *Hadjia's Story: Diaspora, Gender, and Belonging in the Cameroon Grassfields* (Bloomington: Indiana University Press, 2017).

Week 8

Tue Mar 5	HARMONY Individual Meetings w/Prof. Osborne to discuss research project
Thu Mar 7	Individual Meetings w/Prof. Osborne to discuss research project

Module 4: Colonial Development and Welfare

Tue Mar 12	Colonial Development (Osborne, Hodge)
Thu Mar 14	Colonial Development (Feichtinger & Malinowski)
Tue Mar 19	Birthing and Babies (Hunt)
Thu Mar 21	Population Debates (Kokole) * Second paper due Mar 21 *

Readings:

- Moritz Feichtinger and Stephan Malinowski, “‘One Million Algerians Learn to Live in the 20th Century’: Resettlement Camps and Forced Modernization in the Algerian War, 1954-1962,” *Journal of Modern European History* 10 (2010): 107-135.
- Joseph Hodge, “British Colonial Expertise, Post-Colonial Careerism and the Early History of

- International Development,” *Journal of Modern European History* 10 (2010): 24-46.
- Omari Kokole, “The Politics of Fertility in Africa,” *Population and Development Review, Supplement: The New Politics of Population: Conflict and Consensus in Family Planning* 20 (1994): 73-88.
 - Myles Osborne, “Controlling Development: ‘Martial Race’ and Empire in Kenya, 1945-1959,” *Journal of Imperial and Commonwealth History* 42 (2014): 464-485.
 - Nancy Rose Hunt, “Le Bébé en Brousse: European Women, African Birth Spacing, and Colonial Intervention in Breast Feeding in the Belgian Congo,” *International Journal of African Historical Studies* 21 (1988): 401-432.

Week 11: Spring Break

Module 5: Development, Aid, and Humanitarianism

Tue Apr 2	Aid (Moyo)
Thu Apr 4	Charitable Organizations (Powers)
Tue Apr 9	Humanitarianism (Barnett/Weiss)
Thu Apr 11	Self-Help (Chauvet/Gubert/Mesplé-Somps)
Tue Apr 16	Individual Meetings w/Prof. Osborne to discuss research project
Thu Apr 18	Individual Meetings w/Prof. Osborne to discuss research project
Tue Apr 23	Refugees (1) (Betts/Collier)
Thu Apr 25	Refugees (2) (Betts/Collier)

Readings:

- Michael Barnett and Thomas Weiss, *Humanitarianism in Question: Politics, Power, Ethics* (2008), selections [CANVAS].
- Alexander Betts and Paul Collier, *Refuge: Rethinking Refugee Policy in a Changing World* (Oxford: Oxford University Press, 2017).
- Lisa Chauvet, Flore Gubert, and Sandrine Mesplé-Somps, “Are Remittances More Effective Than Aid To Improve Child Health? An Empirical Assessment using Inter and Intra-Country Data,” Annual World Bank Conference on Development Economics 2009, IBRD: 173-204, <https://pdfs.semanticscholar.org/6488/1489c8cec7287123d5da154ff4d368e55f03.pdf>
- Dambisa Moyo, *Dead Aid: Why Aid Is Not Working and How There is Another Way for Africa* (New York: Penguin, 2009), 3-47.
- William Powers, *Blue Clay People: Seasons on Africa’s Fragile Edge* (New York: Bloomsbury, 2006).

Week 16: Research Presentations

Tue Apr 30	Research presentations
Tue May 2	Research presentations * Research paper due May 2 *

<u>Finals Week</u>	Final exam
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